YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

Shri Sant Tukaram Shikshan Prasarak Mandal's Adhyapak Mahavidyalaya, Vadgaon Maval

- Name of the Head of the institution

Dr. Anita Kumar Dhaigude

- Designation

Acting Principal

- Does the institution function from its own campus?

Yes

- Alternate phone No.

02114235661

- Mobile No:

9860006358

- Registered e-mail ID (Principal)

prinbedvadgaonmaval@yahoo.com

- Alternate Email ID

sdeolalkar1@gmail.com

- Address

513-A/2A/P Vadgaon Maval, Taluka Vadgaon, Dist.Pune

- City/Town

Vadgaon Maval

- State/UT

Maharashtra

- Pin Code

412106

2.Institutional status

- Teacher Education/ Special Education/Physical Education:

Teacher Education

- Type of Institution

Co-education

- Location **Semi-Urban**

- Financial Status **Self-financing**

- Name of the Affiliating University **Savitribai Phule Pune University, Pune**

- Name of the IQAC Co-ordinator/Director **Dr. Sheetal Yogeshchandra Deolalkar**

- Phone No. **02114235661**

- Alternate phone No.(IQAC) **8888094348**

- Mobile (IQAC) **9860006358**

- IQAC e-mail address **prinbedvadgaonmaval@yahoo.com**

- Alternate e-mail address (IQAC) **sdeolalkar1@gmail.com**

3.Website address https://amvadgaon.in/

- Web-link of the AQAR: (Previous Academic Year) https://amvadgaon.in/naac/AQAR%20 2021%20-%2022%20SSTSPM's%20Adhyap ak%20Mahavidyalaya,%20Vadgaon%20M aval,%20Pune.pdf

4.Whether Academic Calendar prepared during the year?   **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: https://amvadgaon.in/naac/Annual% 20Plan%20B.Ed.%20&%20M.Ed.%202022 -23.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**70.25**	**2005**	**28/02/2005**	**27/02/2010**
Cycle 2	**B**	**2.30**	**2015**	**15/11/2015**	**14/11/2020**

6.Date of Establishment of IQAC   **03/03/2006**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	0

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

- Upload latest notification of formation of IQAC　　View File

9.No. of IQAC meetings held during the year　　7

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

- (Please upload, minutes of meetings and action taken report)　　View File

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?　　No

- If yes, mention the amount

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

For the smooth and successful admission process of B.Ed. and M.Ed. institute formed a committee under the guidance of principal, in which 3 Senior professors and 2 clerks are included. E-content is developed by teachers, shared on you tube channels, on Institute's official website and also on SPPU, Pune's University website. 2 staff completed Orientation/FIP, 2 staff completed Refresher and 2 staff completed CAS levels - 10 to 11, 11 to 12 . 2 Assistant professors are appointed newly for M.ED. Department. Students participated in intercollegiate competitions.

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
To encourage students, faculty and non-teaching staff have to update themselves.	Faculty completed Refresher and CAS process as per requirement.
To organize cultural, social activities.	Different cultural activities like Savitribai Phule Birth Anniversary, Makarsankrant and Geography Day, Republic Day, women's day, Tukaram Bij, Mahatma Jyotiba Phule Birth Anniversary are celebrated in Institute by creating Groups and alloted one group incharge professor to each group. Under social service the programmes like Water literacy Campaign, World Health Day, National Technology Day, Electricity Campaign and world Enviornment Day are celebrated in Institution.
To collaborate with other Institutes under MOU	MOU was done with Kashibai Navale College of Education, Kusgaon, Lonavala for research and Indrayani College, Talegaon for Infrastucture purpose.
To organize number of outreach programmes.	Water literacy Campaign, Electricity Campaign are celebrated in Institution with the help of students to create awareness for social problems among the students, for the wellbeing of society.
To encourage students to participate in Intercollegiatee competition.	student participate and won prize in Intercollegiate competition.
To create more e content and use of Hybrid platform in teaching learning process.	E-content is developed by teachers, shared on you tube channels, on Institute's official website and also on SPPU, Pune's University website.

13.Whether the AQAR was placed before statutory body?　　　　**Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
CDC	06/07/2024

14.Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	**Shri Sant Tukaram Shikshan Prasarak Mandal's Adhyapak Mahavidyalaya, Vadgaon Maval**
• Name of the Head of the institution	**Dr. Anita Kumar Dhaigude**
• Designation	**Acting Principal**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**02114235661**
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
CDC	**06/07/2024**

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	**05/02/2024**

15.Multidisciplinary / interdisciplinary

Our Institute is affiliated with Savitribai Phule Pune University, Pune. The SPPU, Pune has framed the design of the course having Interdisciplinary approach. The Teacher Education Program has been designed for interdisciplinary approach; teacher's holistic development is our pathway which fulfilled with this programme. We arrange some practice lessons on Higher Secondary schools with the subjects like Economics, Commerce, Biology, Chemistry and Physics. We have some Yoga and Physical Education sessions related with sports, also in first year we have subjects like Micro Teaching skills, ICT, and in second year Drama and Art in Education, Entrepreneurship etc. We are ready to implement effective and efficient school education in particular and wider perspectives. So our Institute is ready to implement NEP 2020. We are giving some practical in which students collect information with taking Interviews of different persons from different fields.

16.Academic bank of credits (ABC):

Our Institute is affiliated with Savitribai Phule Pune University, Pune. The SPPU, Pune has framed the weblink to collect the credits of students on online mode. The Savitribai Phule Pune university oriented CEOs of every institute which is affiliated to Pune university regarding this ABC system. University shared one weblink with Institution under which the credits are collected as per the performance of student. Our CEO Dr. Kavita Tote oriented the students, shared link with them and told students, how to fill the form. Students filled it carefully and their earned credits are stored virtually.

17. Skill development:

In our institution we always try to develop different skills in students by arranging different activities. Institute organizes different activities like team teaching lessons, field visits, ICT practical in team, group discussion methods in teaching process, cultural and social programmes, sports activities which helps students to develop skills like Communication, Leadership, Creativity, Management, Collaboration, patience, Organization, Time management, computer literacy, critical thinking, teamwork and empathy.

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

In syllabus we have 'Perspective in Education', with which Indian knowledge, customs and traditions have been transferred. Educational Philosophies of great thinkers like Swami Vivekanand, Dr. Ravindranath Tagore, Dr. Babasaheb Ambedkar, J.P Naik, Mahatma Phule and Savitribai Phule are taught effectively and specially the practical is given to study the thinker who is not included in syllabus. Our Institute is celebrating some festivals, Birth and Death anniversaries of Great National heroes, also we celebrate Marathi Day, Hindi Day, Makarsankrant, Navratrotsav. Not only this, but this Year we organize an Online Solo Dance Competition on State Level on Independence Day.

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

Institute arrange some lectures to enhance the knowledge of competitive exams by teaching staff which clears the doubt of students regarding future opportunities, also institute organized lectures on personality development under Student welfare scheme of Savitribai Phule Pune University, Pune which helps students to make changes which develop their personalities. Some teachers take seminars while subject teaching which boost students to represent their views clearly. Self-learning, field visits, Yoga sessions and competitions are organized by Institute, which gives chance to the student to enhance his or her capabilities.

20. Distance education/online education:

Our Institute is affiliated to Savitribai Phule Pune University, Pune. So as per the guidelines of university the programme is implemented. All lectures, sessions, practical are conducted in physical mode, but during pandemic, we also adopt new system of blended learning. We create google classrooms, we conducted our exams on google forms, also for evaluation we used online

platform. Practice lessons were also conducted on online mode like ZOOM and Google meet. Our professors created there You tube channels and developed e content. Teachers uses PPT's in teaching, we arrange some online competitions. The lectures, Micro skill lessons, Technology based lessons, Seminars are conducted with the help of Online Platform.

Extended Profile

1.Student

2.1	**108**
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	**150**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	**75**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**117**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**117**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**108**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**3.94**
4.2 Total number of computers on campus for academic purposes	**16**

3.Teacher

5.1 Number of full-time teachers during the year:	**8**

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**26**

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

The admission process in this institution is conducted through Maharashtra Govt. CET is required for B.Ed Admission. CET is conducted by Maharashtra Govt. and according to merit students are admitted to college for M.Ed and B.Ed.

At the beginning of the year, all the students are introduced and after that they are given complete information that the syllabus decided by SPPU will be implemented in this manner during the year. In the said meeting, allotment of prizes and allotment of departments are done to the professors, after which all the professors plan their respective subjects and departments, along with annual planning is done and actions are taken accordingly. Studies in the academic year make use of technology to make the teaching process effective.

Every component related to the curriculum discussed the principal of the school, students, Staff members take frequent meetings to discuss the curriculum at the end of the year. University conducts and evaluates the examination Prepares an evaluation key in the college for practical evaluation accordingly Difficulties in implementing the curriculum activities during the year it is discussed and remedial measures are taken, courses and other activities are implemented after reviewing them in the meeting.

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	No File Uploaded
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
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	C. Any 3 of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	**B. Any 3 of the Above**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	**Nil**
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	**No File Uploaded**
Report and photographs with caption and date of teacher orientation programmes	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2 - Academic Flexibility

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

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

23

File Description	Documents
Data as per Data Template	<u>View File</u>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<u>View File</u>
Academic calendar showing time allotted for optional / electives / pedagogy courses	**No File Uploaded**
Any other relevant information	**Nil**

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

0

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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Brochure and Course content along with CLOs of value-added courses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

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

0

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

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

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

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

0

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

0

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

1.3 - Curriculum Enrichment

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

Students are given teaching practice at various levels during practice lessons and Internship. The student himself prepares a lesson plan and student guidance of the mentor teacher.

They get firsthand experience of how school administration works. Value education lessons are imparted in school and various activities based on values ??are implemented so that various values ??are developed in the students.

IN Internship technology-based lessons are taught based on the Team-teaching lesson, Model lesson, Course No. 108 to 112 and 206 to 212 provide hands-on experience by conducting various activities.

Emotional Intelligences-In order to develop the emotional intelligence of the trainees, activities such as street plays, reception, social service camps, visits to orphanages etc. are conducted.

Critical Thinking -Various projects are given to the students to critical thinking. Various competitions, quizzes, are conducted.

Negotiation and communication -communication skills among students

by organizing various programs such as micro teaching, team teaching, various cultural programs.

Collaboration-In various courses, students are tried to work together and co-ordinate with each other. collaboration is created through team teaching, participation in various cultural programs, groups of various methods, Internship group, diary group, etc.

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	No File Uploaded

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

Adhyapak Mahavidyalaya Vadgaon Maval provides a comparative introduction to the Indian school system and the international system through teaching while implementing the curriculum. A seminar presentation is given on how the various boards are explained. A comparative study of various board evaluations and their rule variations is conveyed to the students through seminar presentations. Course No.201 contains the syllabus of various boards; while conducting the course, the information of various boards is conveyed to the students through teaching.

In course No.203 for M.Ed a comparative study of the two boards is demonstrated, Which exposes the students to the diversity of the two international courses. While conducting seminars and demonstrations they are evaluated according to the evaluation chart given to them.1st and 2nd year B.Ed and M.Ed students get to know the diversity of Indian school life during internship programme. Various activities are carried out during internship program. Various activities are carried out during internship and

the school system is known while carrying out those activities. Activities during internship period are to be done individually so they get good knowledge from it.

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	**No File Uploaded**
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

This Institute effectively implements the curriculum laid down by the university to empower students in professional fields. micro teaching program is planned to make them competent in the professional field in which they practice various skills. Practice lessons are given after mastering all the skills required for teachers.

In order to become competent in the professional field, practice lesson is planned in the schools of the area. While the students are actually studying in the school, the guidance teacher observes the lessons.

One-month for the first year and four months Internship period for the second year are given to the students to familiarize them with various academic activities. Observation of lessons of experienced teachers for the first year, preparation of lessons with guidance from experienced teachers, organizing and planning of various cultural programs and various competitions, assisting the associate teachers in their work and taking practical lessons in the actual school.

In the second year there is an internship four months, so they get work experience in helping the teachers in their work, getting information about school activities, parent teacher association, planning various programs, question papers, constitution chart, answer sheets, checking papers etc.

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	**One 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 and action taken**

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	[View File](#)
Action taken report of the institution with seal and signature of the Principal	**No File Uploaded**
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

109

2.1.1.1 - Number of students enrolled during the year

109

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

24

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

24

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

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

0

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

0

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	No File Uploaded
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

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

Every year after admission in our college, students are grouped; Each Professor is given 14 students. In Year 2022-23 all work is done in online mode. Every week there is a diary group meeting on Saturday. On Zoom Platform Professors interact with students. In this work of the week is reviewed.

Guide Professor Guide's students, help them to dissolve their problems.

CEO of college gives list of weaker & gifted students. After staff meeting Institute schedule time-table for extra coaching for weaker students. For gifted students, we gave responsibility of guidance. They guide the weaker students and help them to improve their academic performance. In such a manner feedback was taken every year.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	No File Uploaded
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	**Four/Three of the above**

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

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	**No File Uploaded**
Photographs with caption and date, if any	**No File Uploaded**
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	**Three 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	**No File Uploaded**
Photographs with caption and date	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

14 : 01

2.2.4.1 - Number of mentors in the Institution

7

File Description	Documents
Data as per Data Template	[View File](#)
Relevant documents of mentor-mentee activities with seal and signature of the Principal	No File Uploaded
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.

The main function of teaching is to make learning effective and meaningful. The learning process would get completed as a result of teaching. So, teaching and learning are closely related to each other. Learning is made more student-centric through a combination of old and new methods of teaching. In order to motivate the students beyond the scope of theoretical knowledge various student- centric learning methods like experiential learning, problem solving, workshops, seminars, group discussions, institutional visit, internship etc. have been adopted by the institution. Different student support systems are available in the college like Library, Computer Lab, Reading Room, ICT based classrooms. Student-centric methods are an integral part of the pedagogy adopted by the faculty for which the college provides all possible support such as: Smart classrooms, Interactive projectors and smart boards, Internet Facility, Fund for purchase of books and references, Fund for organizing workshops, seminars and conferences

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

9

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

109

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	**Three of the above**

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

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

In our Mahavidyalaya ,Many efforts are taken for all round development of students. At the beginning of college ,we take Induction Program. Which help students to express themselves. They come to know the brief Information about Institute, there staff and working of Institute. At the beginning of this course we conduct micro teaching program. In this course students have to take six micro skill lessons, Six Integrated lessons and two simulation lessons. For this H.O.D distribute these students in all faculties. This help student teacher to work in group. Because of team work their day to day activities improve. Each and every student is different from others. Some students grasping power may be less; in this case peers help those students to improve his/her performance. For that our faculty members discuss with students and help them to solve their problems. In B.Ed. curriculum there is stress management. Faculty members teach students how to manage stress.

In Assembly every day we take prayer, National Anthem, University Geet. Roll number wise every student serially explain the new developments and current issues in Education. Important events are told along with special days.

File Description	Documents
Documentary evidence in support of the claim	<u>View File</u>
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	**Three of the above**

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

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

Teachings different skills students are confused in writing subkills and taking actual lesson. At that time Mentor teacher try to increase the confidence of such student. In one case one student took admission for B.Ed. He was M.Sc. graduate. Before doing B.Ed. he was working in a Industry. So he was not aware of these teaching skills. When Micro teaching starts, he could not write the lesson note in appropriate manner. We explain him many times but of no use. But in actual practice teaching lessons he took lesson very properly. Teacher from that practice teaching school and all students of that class appreciate his lesson.

In another case one of our students was from remote area of maval . Her English speaking and pronunciation was very different. She

is afraid of English. But her method was English and History. In micro teaching she was very week in English. But English teacher helped to build her confidence. After some time this student all her speech in English. In such a way all our faculty member helps each and every student.

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

2.4 - Competency and Skill Development

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

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)	**Four/Five of the above**

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

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	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

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

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	No File Uploaded
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and

Four of the above

community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

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

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

As our Institute is 33 years old. We are conducting Internship in more than 15 Schools. For Planning of Internship, firs H.O.D of this department take all information of students ,i.e where he live, their medium, methods and many other.

Then H.O.D visits these schools and give all details about Internship. The whole programme is given by them. They discuss with principal about the dates and planning of Internship. After discussion H.O.D finalised the dates for Internship.

H.O.D Orient students about all activities in Internship give all details and teacher gave the planning of the entire Internship program. For each School one Head is selected. Duty of this Head is to coordinate with school principal and with principal's permission try to conduct all activities. If there is any problem, the Group head communicates with H.O.D and finds a way out.

H.O.D distributes the schools among the faculties. Then each faculty member visit their schools .Monitor the all activities and guide the students. Students lesson was been observed by school teacher. Mentoring Professors help the students to complete all the tasks by guiding them on time.

During Internship period, the students get complete information about the functioning of the school. It helps students to develop their professional development.

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

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

2.4.9.1 - Number of final year students during the academic year

81

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	[View File](#)

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

tests 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.

Internship is an arrangement made to develop professional skills of the student. In Savitribai Phule Pune University, the B.Ed curriculum is framed in such a manner that it help student to develop their professional skills. This program is training program. This course is designed for professional development. At the beginning of the year H.O.D of Internship program take permission of different schools. In school visit H.O.D introduce the entire program in brief with principal.

In Institute at the beginning we make annual plan. In that plan tentative date for Internship are mentioned. But there is flexibility in conducting program. We fixed the date according to School need.

Schools are distributed according to convenient of Faculty member and students. 14 students are given to one faculty member. H.O.D oriented students about all these program. For each activity evaluation keys are given by H.O.D

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

Three of the above

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

7

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	View File
Any other relevant information	No File Uploaded

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

5

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

122

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

7

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

Our Institute always encourage the faculty for professional development. Each faculty member is in touch with new reforms in education. In our weekly meetings we discuss on such issues. Savitribai Phule University organizes seminar, workshops for different issues in education. Our faculty members join these events. They give brief report of that conference or seminar.Deparment of Education & Extension in University constantly informed about the new changes.

Department of Education & Extension has been created WhatsApp group for all teacher Educator from University affiliated colleges. All information regarding B.Ed and M.Ed course has been shared by the admin. GR by state Government, UGC notifications, NCTE circulars are shared in this group. Information about admissions, examination has been shared, It helps all teacher Education to keep themselves for updating their knowledge.Constantly We are in touch with other institutes. We shared information with their faculty members. We signed the MOU for exchange of Faculty, infrastructure and other necessary events.

File Description	Documents
Documentary evidence to support the claim	[View File]()
Any other relevant information	**No File Uploaded**

2.6 - Evaluation Process

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

Our Institute adopt the evaluation scheme given by Savitribai Phule Pune Universty. For each Internal activities keys were prepared by Tilak College of Education and University Department. These keys are used by all affiliated colleges. In our Institute at the beginning of academic year we formed the internal Evaluation Committee. In this committee Principal, CEO of College and senior faculty members are there. While preparing annual plan we decided the tentative date for each internal activity and preliminary exam. According to annual plan we try to conduct all activities and exams. In case if there is any problem we find out the solution.Meetins of Internal Evaluation committee's meeting are held once in two months.It reviews the work done so far and

plans for what remains.

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	**Three 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	No File Uploaded
Any other relevant information	No File Uploaded

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

All Internal work is done according to University's guideline. As B.Ed and M.Ed course is professional course and many activities , lessons and Internship programes are included in this course. For M.Edstudents dissertations is also there. Some students are not able to take lessons in schedule time, for such student's institute fixed separate planning. While completing activities Some students complete their work slowly, in such cases, faculty members help these students and help them to complete their work in time. As it is training college there is no question of

grievances. But in case such situation is created our faculty members try to redressed it.

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

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

Planning makes the difficult task well organized, Exams are the main component of any course. So Planning is necessary. In the starting of academic year our Institute prepared the academic calendar. It helps to take all the activities in the right way, understand exactly what to do. In academic calendar subject wise schedule of Internal exam is prepared. Because of academic calendar, students prepared for exams. They try to complete their other internal work before preliminary Exams,

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

2.7 - Student Performance and Learning Outcomes

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

It is crucial for the teaching-learning process in any educational setting to be in line with the specified course learning outcomes (CLOs) and program learning outcomes (PLOs). This alignment guarantees that students' educational journeys are effective, intentional, and focused on reaching the intended learning outcomes.

In our Institute for CLO's we used the CCE technique which help student teacher to improve their progress. For each course different evaluation keys are used. For practice teaching and internship programme specific keys are used.which assist teaching

competency of students. Teacher gives feedback to each student which are useful for students for their betterment.

In Other course there are different evaluation pattern for student, Co-curriculum courses help students to develop their social, cultural and technical skills. Such as ICT, Co-curricular and social programme and Health and Yoga. In other courses such as Entrepreneurship student knows different opportunities in Entrepreneurship. They learn to examine the Drama or arts.

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	No File Uploaded
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

Within the field of education, students' journeys go beyond simple academic success. It includes the cultivation of all-encompassing abilities and qualities necessary for success in both the personal and professional spheres. The careful monitoring of students' performance to ensure alignment with course and program learning outcomes (CLOs) is at the core of this transformative process. This methodical observation not only enables ongoing development but also produces a generation of well-rounded people capable of succeeding in a variety of environments. An essential component of educational efforts' effectiveness is the understanding that student development goes beyond traditional success measures. For academic achievement there are exams which helps student to familiarise with exams fear. At the end of academic year institute

conduct preliminary Exams, Which is conducted under examinations terms and conditions. Which helps students in Final University Exams. Practice Lessons are observed by our faculty member and they give feedback for each lesson. It's help to develop students professional and personal skills.

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

78

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 performance of students on various assessment tasks serves as a mirror reflecting the efficacy of addressing their initially identified needs. When educators pinpoint students' needs at the outset, they lay the groundwork for tailored support and interventions. These needs could encompass diverse aspects like academic abilities, learning styles, socio-emotional well-being, or special requirements. Assessment tasks, ranging from tests and projects to presentations and discussions, offer invaluable insights into students' progress and areas requiring attention. A

student excelling in tasks aligned with their identified needs likely indicates successful support strategies in place. Conversely, underperformance might signal gaps in addressing those needs adequately.

In our Institute at the beginning of academic year we prepared academic calendar. In that calendar each and every activities tentative dates are mentioned. But if there is any other need for this programme we change our schedule ,means there is flexibility in our activities .In two years programme , For each course activities,practicals and exam pattern is decided by evaluation committee, all faculty follow this rules. If anyone wants to change the activity or practical then they take permission from Evaluation Committee. College Exam Officer i.e.CEO conduct all the Internal and External examinations.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://amvadgaon.in/naac/2.8.1%20SSS%20-%20Students%20feedback%20Analysis%2022-23.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	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

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	Two of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
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,	Two of the above

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

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

3.2 - Research Publications

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

7

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

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

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

15

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

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

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

176

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

176

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

176

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.

Shri Sant Tukaram Shikshan Prasarak Mandal's Adhyapak Mahavidyalaya, Vadgaon Maval participated and conducted total 35 programmes for the overall development of the student trainees. To create awareness about educational condition of India, COVID 19 effects on Education, health issues, responsibility of Voter etc. are some motos of these programmes. Water literacy and Electricity Literacy Campaigns are organized every year under 111B course code.

File Description	Documents
Relevant documentary evidence for the claim	**No File Uploaded**
Report of each outreach activity signed by the Principal	**No File Uploaded**
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

0

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

3.4 - Collaboration and Linkages

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

1

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

1

File Description	Documents
Data as per Data Template	<u>View File</u>
List of teachers/students benefited by linkage – exchange and research	<u>View File</u>
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	Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 institution has an adequate infrastructure for quality teaching -learning. It is maintained and upgraded time to time to retain and enhance its quality to serve teacher trainees in the best manner. The infrastructure of the institution is well-

maintained.

Classrooms: The classrooms are very specious with capacity of

hundred students and are also utilized for seminars, Cultural
programme, workshops, etc.

LCD projectors are permanently installed in the classrooms.

Laboratory: the institution is equipped with the science
laboratory, Psychology Laboratory and other special rooms such as
the

Jim facility are available in the institution for the purpose of
Physical Fitness.

computer room and the educational technology room.

Computing facilities: There are 16 computers available in the

institution. The ICT lab is regularly used by all student teachers

and staff members.

The need for augmenting the infrastructure to keep pace with the

academic growth is met through the funds made available by us

management that is Shri SantTukaramshikshanPrasarakMandals.

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

3

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
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)

3.94

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	**No File Uploaded**
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.

Library Management Software Name – Library Manager

Features of Library Automation.

Library Manager Software has a 4 Models Cataloguing, Circulation, Acquisition and Serials.

1. Cataloguing:

The Affiliation field of the bibliographic data for all items types. Copy specific edition and publication year are displayed in the Accession register.

Title author collection wise report.

displays Clear physical location of book.

Challan date available in

Accession register.

2. Circulation:

It's very easy to use for issue and return.

3. Acquisition:

Software search bill by Accession number.

Reports in Acquisition - Item on Bills- Vendor wise, titles wise, subject wise, reference books wise, author wise.

4. Serials:

Magazines are recorded month wise, quarterly and yearly.

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

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

Nil

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

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

for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

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

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

0.25

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	View File

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

249

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

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

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

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

Institution is well equipped with ICT facilities and wi-fi

connection. There are 16 computers available in the institution

with LAN and internet connection for teaching and non-teaching

staff and students. In those 03 computers are for faculty. 02

computers are available for administrative use. And 11 computers are exclusively for students use. Other than this one Laptop is available for faculty use. All Classrooms are well equipped with LCD projector. Institute is having internet broadband connection having 110 mbps bandwidth. For Wi-Fi connection plan is renewed after every one month. Equipment's for online teaching-learning are available in the institution including camera, headphones, wireless mouse etc.

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

20 : 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	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS

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

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

available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

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

4.4 - Maintenance of Campus and Infrastructure

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

3.94

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	[View File](#)

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

The institution has an adequate infrastructure for quality teaching -learning. It is maintained and upgraded time to time to retain and enhance its quality to serve teacher trainees in the

best manner. The infrastructure of the institution is well-maintained so that students and faculty can draw maximum benefit

out of them. The need for augmenting the infrastructure to keep pace with the academic growth is met through the funds made available by our management that is Shri Sant Tukaram Shikshan Prasarak Mandals.

File Description	Documents
Appropriate link(s) on the institutional website	**Nil**
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

5.1.2 - Available student support facilities in	**Seven/Eight of the above**

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

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 redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
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

Four of the above

Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	

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

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
55	87

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	No File Uploaded
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).

19

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

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

7

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

5.3 - Student Participation and Activities

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

All Students representative members take active participation in the decision making and implementing the programme, thus smooth running of a execution takes place

The college has a unique way of involving the students in the different activities of the college. The students work in their cultural groups, micro groups and Internship Groups. One student from each group is selected by the group in-charge as a group leader and other students to represent their groups.

The student is responsible for assisting the in-charge staff member for the smooth functioning and conduct of the activities to be organized by the college during the year. The in-charge staff member and the student representative work together while planning and conducting the different activities of the college. It is

useful to communicate with the students through these representatives and establish a bond with them. One student is also the member of the IQAC of the college. This is beneficial for getting ground level feedback and accordingly developing the plan of action of the college.

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	**No File Uploaded**
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

15

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

The Alumni association of our institution is non-register but functional. Alumni association helps in development of institution in various activities like as 26 Jan Republic day and 15 th August Independence Day Programme Celebration And helps in organising various social and Cultural activities like social service

Programme, Blood donation programme, Plantation etc.

In that most significant activities are organisation of social and Cultural activities and Plantation programme. In social and cultural activity alumni helps to organised social service programme in villages. They help institution for smooth conducting to all activities from beginning to end.

In plantation programme they donate plants for plantation and also suggest the place where we plant the trees.

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

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

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

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

1

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

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

Alumni meetings are organised every year, Alumni involved in college activities like as in Annual Gathering and prize distribution programme, 26 Jan Republic day and 15th August Independence Day Programme Celebration And helps in organising various social and Cultural activities like social service Programme, Blood donation programme, Plantation etc. in this way alumni Association helps as an effective support system to our institution.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

OUR VISION

We are committed to develop our institution into a best Centre of Teacher Education with distinct identity and character in rural area by pursuing excellence in the field of education.

OUR MISSION

1. To produce competent and commitment-oriented professionals.

2. To develop skills needed for becoming for effective qualitative teachers.

3. To enable the trainees to act as agents of modernization and social changes.

4. To cultivate rational thinking and scientific temper for solving the problems in emerging society.

5. To inculcate intellectual, ethical, and cultural values for the development of society.

6. Holistic development of the students through academic, cultural, sports and extension activities.

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	**No File Uploaded**
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

Our S.S.T.S.P.M.'s values the smooth operation of its various departments and committees the decentralization approach to management and active involvement from all staff. The institution believe in the decent disturbance task based on each person capability while insuring openness and accountability in the setup duties are share among the team members allow everything to gain hands on experience in different area. All course outline the management team our sales the entire operation with the principle responsible for the day today activity this includes planning event establishment committee assigning role to in charges

coordinating with stakeholder monitoring progress and over saying the budget The Institution and recognise three main categories of staff teaching non teaching and student efforts are made by the faculty to ensure high quality education and efficiency the approach of decentralization and participation is applied across departments. All B.ED.program is run effectively by dividing student into smaller group each lead by professor Similarly the intensive program operates in a decentralize manner with group form from various purposes such as social service, Diaries and practical These setup allow groups 22 their operational method while working toward their goals.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	[View File](#)

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

To ensure openness in financial, academic, administrative and other operatios annually, Adhyapak Mahavidhyalaya prepare its budget which is presented to the CDC and regular governing body , following the CDC's decisions, the subsequent plan is implemented. All income received is distributed to students who have paid their course fees to ensure financial transparency for academic transparency, all grade lists are posted on the notice board for students and staff members address any questions students may have it is mandatory to report to the University moderation committee for ensuring academic transparency among students. This committee oversees the students internal activities and submits its findings to the college and university at which point only the final grades are sent to the university. An annual audit is conducted to unhold financial transparency.Regular CDC meeting and regular governing body are held to ensure the college's smooth operation.

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 institute always encourages the professors to do good work and also appreciates the work done, so that every professor can work properly, the institute has decided to provide a computer in the cabin of every professor. It was decided in the meeting minutes and it was completed in the same academic years by the institute and it was decided to get high capacity printer and color xerox machine in the office. Accordingly, in the academic year 22-23, a high capacity xerox machine and a color printer were taken.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	**Nil**
Documentary evidence in support of the claim	<u>View File</u>
Any other relevant information	<u>View File</u>

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

The college's administration is led by the S. S. T. S. P. M.. This group holds the highest authority in making decisions. The head of the school regularly communicates with the administration to ensure the college runs smoothly.

The college's governing body, the CDC, convenes at least four times annually to address issues concerning finances, faculty hiring, and the college's overall growth.

The head of the school is supported by the professor overseeing different departments, the staff Academy, and the non-teaching staff, which includes both senior and junior office assistants and manual workers.

The college is responsible for planning and carrying out various programs, including academic and extracurricular activities, and

the college also has an Internal Quality Assurance Cell (IQAC) that is crucial for overseeing the college's internal quality standards. The library committee, which includes the librarian, library attendants, and the library in charge professor, is also part of this.

Different committees are established for the planning, preparation, and execution of academic administrative and extracurricular activities, with each committee having a Convener and its members. Additionally, the college has an Anti-Ragging Cell and a Grievance Redressal Committee, both of which aim to prevent rule violations and address any grievances, respectively.

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

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

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

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

Shri Sant Tukaram Shikshan Prasarak Sanstha is a leading

organization. Both B.Ed.and M. Ed. colleges come under this institution, in order to give importance to the overall development of the students, different committees have been appointed in the college, CDC committee . University exams are being held in the college, SODL,M.Ed and B.Ed exams are being held in these exams, there is a need for a faster printer and a high capacity printer that can print more at a time .Decided to buy a printer that can print maximum in one minute and decided to buy a printer plus scanner machine. And took that machine in academic year 22-23

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

6.3 - Faculty Empowerment Strategies

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

- Being the Non Aided college, Adhyapak Mahavidyalaya of Education offers various welfare schemes to its employees, including:

Teaching Staff:

1. 15 days casual leave

2. 30 days duty leave for attending orientation, refresher courses, training programs

3. Leave for participating/presenting papers in conferences, seminars, workshops, and Faculty Development Programs (FDP)

Non-Teaching Staff:

1. 15 days casual leave

2. Uniforms provided to Non Teaching Staff

3. Diwali Bonus

All Employees (Teaching and Non-Teaching):

1. EPF (Employees' Provident Fund) contributions sent online

   ■

1. Earn and Learn scheme

These welfare schemes demonstrate the institution's commitment to supporting its employees' well-being, professional development, and work-life balance.

Some potential benefits of these schemes include:

- Improved employee satisfaction and morale

- Enhanced professional growth opportunities

- Better work-life balance

- Financial support and security

- Increased student engagement and empowerment

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

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

0

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

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

0

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

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

4

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

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

As per the direction of UGC the Institution has a performance appraisal system. Teachers have to submit filled-in format for Yearly Performance Appraisal to the Principal. Apart from that, Annual Proformas are submitted by the Teachers/HODs/Librarian/Office/Cell-in-charges to the IQAC which help in collation and cross checking of the information.

For Career Advancement under CAS, Yearly Performance Appraisal formats submitted to the Principal at the end of every academic year.

Performance of Teachers is also assessed through Student feedback, taken at the end of every academic session and appropriate instructions given to staff by Principal..

The IQAC, reviews Administrative and Academic progress so as to review the performance of all the departments and office administration. After the evaluation of the report by the Principal and Management, it is communicated to respective department for improving shortcomings.

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

6.4 - Financial Management and Resource Mobilization

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

Adhyapak mahaviadhyalaya is a recognized Teacher Education institute affiliated to Savitriabai Phule Pune University. Our institution follows all rules and regulations laid down by Govt., university and NCTE from time to time. We conduct internal audit regularly as a mandatory requirement. Every year institution submits its audited report to shikshan shulk Samiti. Regarding Internal Audit, parent body Shri Sant Tukaram Shikshan prasarak mandal's has appointed a certified auditor. This auditor carries out audit and submits its queries to the college and parent body.

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

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

0

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

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

than 100 - 200 words.

The main source of fund is generated through the College Management. At the beginning of every financial year, requirements of the College Office, all the departments, Library and various cells are submitted to the Principal. The Principal then calls a staff meeting . The need and priorities are discussed to decide and wisely allocate funds. A budget is prepared and presented before the CDC. Once the budget is approved, the funds are disbursed. Some funds are received from scholarships etc. The Accounts section of the College maintains all records of income and expenditure to ensure financial transparency. All accounts of funds received and spent are audited by Chartered Accountant.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

6.5 - Internal Quality Assurance System

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

The IQAC plays a crucial role in sustaining and improving quality within the institution by consistently implementing and refining quality assurance processes.

Enrichment of Curriculum

One of the fundamental aspects of quality assurance is the design and implementation of effective curriculum.. The curriculum framework for B.Ed. and M.Ed. focus on instilling a comprehensive understanding by delineating clear Programme Learning Outcomes (PLOS) and Course Learning Outcomes (CLOs).

Planning for curricular transaction

To foster effective teaching and learning, the IQAC actively promotes pedagogical innovation. which encourages and monitors professional growth. Through various development programmes, seminars, workshops, and international conferences, the IQAC

ensures that faculty members stay updated on the latest advancements in their fields.

IQAC Meetings

Regular IQAC meetings, serve as a platform for appraising the quality of teaching-learning, co-curricular activities, and other programmes. These meetings facilitate data-driven decision-making and strategic planning for continuous improvement.

Collection of Feedback from stake holders

Feedback from various stakeholders, including students, faculty, and alumni, is systematically collected and analyzed by the IQAC. This feedback allows the institution to identify areas for improvement and implement remedial measures.

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

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

The institution reviews its teaching- learning process, structures & methodologies of Operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities - IQAC plays dynamic role in reviewing and implementing reforms in teaching-learning time to time through a proper system as mentioned below: Review of Teaching, Learning, and Evaluation in monthly meetings Teaching plan and Diary, mentors dairy Feedback from stakeholders collected, analyzed and action taken by heads and the report is displayed. Academic Administrative Audit: To track the functioning of the Institution on various parameters given by NAAC, the IQAC conducts the Academic Administrative Audit. Curriculum Design & Internships, institutional visits, Paper presentation, Publication, Consultation, and Professional development programs.

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

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

74

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://amvadgaon.in/PDF/IQAC%20meetings%202022%20-%2023.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://amvadgaon.in/naac/AQAR%202021%20-%2022%20SSTSPM's%20Adhyapak%20Mahavidyalaya,%20Vadgaon%20Maval,%20Pune.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

Shri Sant Tukaram Shikshan Prasarak Mandal is considered to be a leading name in the field of education. According to the recommendations made in the first and second cycles, the institute has increased the services of the library. For the students of B.Ed.and M. Ed. the institute has regularly purchased teaching books, research books and books required for elective subjects in the library every year, so the services of the library have increased. By providing internet facilities in the library, information about different books is given to the students time to time and any printouts required by the students are available instantly According to the recommendations made by the committee in the second cycle, it was asked to appoint the Physical Education Education Director, similarly the institute has appointed Mr. Jadhav as the Physical Director.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

teacher training programs, the college stands out not only for its academic excellence but also for its commitment to sustainable practices. The building's energy efficient features reflect the institution's dedication to environmental responsibility. The college building is designed to maximize the use of natural resources, making it both environmentally friendly and energy-efficient. Abundant sunlight and daylight flood the interior spaces through strategically placed energy-efficient windows, which not only provide ample natural light but also help in reducing the need for artificial lighting, creating a healthier environment for students and staff.

The institution's energy policy is designed to enhance sustainability and efficiency in energy usage. It emphasizes the importance of energy conservation by implementing measures such as upgrading to energy-efficient lighting and appliances, promoting energy saving practices among staff and students.

Social Service Program : This program were organized by Social Dept Head Dr. Deolalkar in this program, all student goes to meet near by families, also take the follow up study n collect the electric bills of that particular families before n after EEL awareness program.

1. Turn off the lights when not required

2. Unplug appliances when not in use

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.

Institutional Waste Management Policy and Implementation Procedure

Policy:

The institution is committed to sustainable waste management practices to minimize environmental impact and ensure compliance with local and national regulations. The policy emphasizes the principles of reduce, reuse, and recycle, aiming to foster a culture of environmental responsibility among staff, students.

Implementation Procedure:

Waste Segregation: Clearly labeled bins for recyclables, compostables, and general waste are provided across the campus.

Separate dust bins are used for dry and wet wastage. The dry and wet wastage are collected and it is delivered to the Nagar Panchayat through its vehicle.

The biodegradable waste products are collected and disposed to the municipality collection.

Waste Collection and Disposal: The institution collaborates with certified waste management companies to ensure timely collection and environmentally safe disposal of waste. Hazardous and electronic waste is handled separately.

The old newspapers, old stationary, old student's material etc. are sold out for the purpose of recycle.

E-waste Management, the College segregates old computers, batteries and wires and dispose them at regular intervals. The electronic devices have varying proportions of glass and metals. Hence the disposal helps in consequent recycling of separated

streams of aluminum, copper and circuit boards.

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

One of the above

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

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

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	No File Uploaded
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

It is commendable that the institution is committed to the maintenance of cleanliness, sanitation, green cover, and providing a pollution-free healthy environment. Here are some suggestions and areas to focus on to ensure the institution's commitment to these principles:

Waste Management:

Encourage the use of eco-friendly and biodegradable products within the institution.

Cleanliness and Sanitation:

This college is very neat & clean. The peon of college comes & before hours & making campus clean.

Green Cover:

Initiate tree plantation drives within the institution's premises.

Establish and maintain green spaces, gardens, and parks to enhance the overall green cover. Also we have maintain greenary by using grass cutter machine by nagar palika person time to time for cutting the excess growth of grass a plants.

Promote awareness about the importance of plants and trees for a healthy environment.

Pollution Control:Many Students use Local Trains pollution free public transport. Encourage sustainable transportation options, such as cycling, walking, to reduce air pollution.

Educational Programs:

Integrate environmental education into the curriculum to raise awareness about the importance of a clean and healthy environment. Swachhata Abhiyan on 2 Oct Birth Anniversary Of Mahatma Gandhi & making college building and campus neat & clean.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

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

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

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

0

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

Our teacher training college maximizes the local environment, locational knowledge, and community resources to create well-rounded educators adept at addressing the unique needs of their communities.

Local knowledge is a cornerstone of the college's approach. Collaborations with indigenous leaders, local historians, and cultural practitioners ensure that teacher candidates gain a deep understanding of the community's heritage.

To directly tackle community challenges, the college emphasizes practical, hands-on training through extensive practicum placements in local schools. These placements are strategically chosen to expose teacher candidates to diverse classroom settings, including rural and underserved urban schools. This real-world experience is complemented by mentorship from seasoned local educators who provide guidance on addressing specific community needs, such as multilingual education and socioeconomic disparities.

The college also hosts regular professional development workshops focusing on current educational challenges within the community. By fostering a continuous learning environment, the college ensures that both future and current educators are equipped to make meaningful contributions to their communities.

Community Awareness Program

1. Participation In Voter Registration Camp

2. Electricity n Water Literacy awareness campaign

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

7.1.9 - The institution has a prescribed code of 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	D. Any 1 of the above

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

7.2 - Best Practices

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

Title 1 : BEd, MEd CET Guidance :

For the B.Ed,M.Ed. CET (Common Entrance Test) Guidance Programme at Adhyapak Mahavidyalaya for the Year 2022-23, These are based on the general objectives and framework of such programs aimed at preparing candidates for the CET.

Objectives of the B.Ed.-M.Ed. CET Guidance Programme:

Awareness and Information:

1. **To familiarize candidates with the structure, pattern, and syllabus of the B.Ed.-M.Ed. CET exam.**
2. **To inform students about the latest updates regarding the entrance test, including eligibility criteria, important dates, and application processes.**

Programme Coordinater : Assist Prof Mahadeo Sangale

Title 2 : Co-curricular & Social Activities :

1. Dance Composition : "Unity in Diversity".

Republic Day 26th January 23.

Objective for Dance Composition: "Unity in Diversity" on Republic Day :

To inculcate the Individual n Social Responsibility in Pre service Teachers.

B. Community Awareness Program

Dated : 25/11/22 n 05/12/22

1.Participation In Voter Registration Camp:

Objective Of The Voter Awareness Camp : To inculcate the Individual n Social Responsibility in Pre service Teachers.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	**No File Uploaded**

7.3 - Institutional Distinctiveness

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

One area of distinctiveness where the our Adyapak Mahavidyalaya excels is in celebrating historical leaders' birth anniversaries, Women's Day, and Balika Din, aligning with its vision of fostering social responsibility and cultural awareness. These cultural n Social programs are integral to the institution's commitment to honoring history, promoting gender equality, and empowering teacher- students. Also Conduct Earn n Learn Scheme, Nirbhay Kanya Abhiyan.

On historical leaders' birth anniversaries, the institution

organizes commemorative events featuring guest lectures, exhibitions, and performances that highlight the leaders' contributions and relevance to contemporary issues. These events educate students about the nation's heritage and inspire them to emulate the values and principles of these leaders.

Women's Day and Balika Din, Nirbhay Kanya Abhiyan celebrations are key to the institution's priority of promoting gender equality and empowering women. Activities include seminars, workshops, and cultural performances that celebrate women's achievements, discuss challenges, and advocate for gender equality. These programs not only raise awareness but also create a supportive environment for female students and staff.

Through these initiatives, the institution demonstrates its distinctiveness in integrating cultural programs with its vision and priorities, promoting a deeper understanding of historical significance, gender equality, and community empowerment.

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