SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

PROGRESSIVE EDUCATION SOCIETY'S B.ED. COLLEGE

NEAR MODERN INSTITUTE OF BUSINESS MANAGEMENT JANGALI MAHARAJ ROAD, SHIVAJINAGAR, PUNE
411005
www.modernedu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Progressive Education Society's B.Ed. College, Shivajinagar Pune-5 was established on 6th June 2006. The College is situated heart of the city and is well connected. The Campus is filled with beauty and activity.

The college got UGC recognition under section 2(f) 12 (B) in 2018.The college is permanently affiliated with Savitribai Phule Pune University Pune. Credit based system and job oriented training was given to students..

Vision

"Endeavor towards excellence in Teacher Education"

Mission

"To create Dynamic and Proficient Women Teachers"

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Sixteen year of dedicated service in the field of teacher education for women. The Institution is situated in heart of the city. Surrounding in excellent infrastructure and spacious classrooms.

2. Well equipped educational labs

3. Safe and secure hostel facility for students

4. Staff are trained counsellor to who counsel students

5. Qualified Staff

6. Teachers are recognised by Savitribai Phule Pune University as a research guide.

7. Wi-fi enabled campus and CCTV cameras are available

8. Value added courses offered in the college

9. Students are trained in multidisiplinary apprach to teaching

10. Students are trained to identify Dyslexic school students and take remedial measures.

11. Majority of students are placed in well reputed schools

12. Well maintained playground and courts.

13. Education loan facility

14 Focus on learning centred education, participatory and interactive learning through assignment and seminars.

12. Yoga, Blood Donation Camp, rallies are organised

13. Library facilities are provided with good collection of books and journals

14. Various seminars, workshops and confernces organized by the college.

15. In case of any medical emergency hospital facilities are available

16. Teaching departments equipped with computers, printers, scanners, LCD and Internet

17. Transperant mechanism

18. ICT resource Center

19. Teachers work collaborativaly

20. Internal Student evaluations are conducted after specific time period.

21. Scholarship to Students

22. Digital Library

23. Guidance for teaching competancny Exam

24. Above 98% academic results

25. Strong Alumni interaction

Institutional Weakness

1. Limited collaborations with National or international Institutions for faculty and students.

2. Limited enrollment of NRI students.

3. Limited consultancy and patents.

Institutional Opportunity

1. Encouraging students for competative examination and higher studies.

2. Encouraging more collaboration for study and research.

3. Execution of collaborations with various institutions

4.The alumni input and support in terms of academics and personal presence is limited.

5. A greater promotion amd utiliztion of ICT facilities

6. Ample opportunities for introducing multidisciplinary courses in emerging area in compliance with industry.

7. Induction of greater number of subject combinations to choose from UG/PG level

Institutional Challenge

1.Delayed admission by authrity

2. Completion of syllabus within the time

2.To get government scholrship all deserving students

3. Balancing the need to serve the requirements of the local community with the need to train students to compete nationally and globally.

4. Maintenance and development physical infrastructure

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college has permanently affiliated to NCTE and Savitribai Phule Pune University. The curriculum prescribed by Savitribai Phule Pune University (Choice Based Credit System) is implemented very effectively in the college. College stays in touch with the Board of Study to suggest changes or improvements in the syllabus offered by the university. Also, the Faculty attends workshops and seminars related to the curriculum. At the beginning of the new academic year, transparent planning of the curriculum is done by creating academic calendar, time table, annual plan, unit plan, and work distribution. Syllabus is implemented considering the PLOs and CLOs of the course. For achieving the curriculum objectives faculty follows various innovative teaching methods i.e. collaborative, cooperative, team teaching, Brain Storming etc. Teacher Orientation and Student Induction programs are organized to orient the teachers and students.

Students are given an opportunity to choose elective and pedagogy subjects based on their needs. College regularly updates the pedagogy and infrastructure for proper implementation of the curriculum. College conducts many value added courses for the skill development and professional growth of the students. Apart from the curriculum, students are given an opportunity to choose a course according to their aptitude, capacity, skill, taste, aspiration from the value added course. College encourages, guides and provides necessary facilities to the students admitted for self study course.

Curriculum has been designed for the holistic development of the students to achieve this various activities and programs are organized in the college. Various seminars, school visits are organized to familiarize students with various school boards. Internship program is organized to enable students to apply the knowledge acquired in real life or in her profession. Experiential learning is specially facilitated through internship, action research project and field visit, extracurricular activities like various competitions, academic-cultural-social activities, special days and outreach activities.

College focuses on effective implementation of curriculum and to make students employable and a good citizen of society. Every year feedback has been taken from different stakeholders. Feedback is analyzed and action taken report is displayed on college website. The college strives for women empowerment through quality education.

Teaching-learning and Evaluation

In Progressive Education Society’s, B.Ed. College, all students are admited from centralized admission process coming from different backgrounds and with varied qualifications. As per varying learning needs for teaching learning process various new methodologies used by faculty. Various lectures on new trends, seminars on personality development, value added courses are organized and use of technology for teaching and learning is compulsory.

For to create comfortable environment between faculty and student teachers mentor- mentee group created where they communicate face to face and on whats app group. We encourage our student teachers to do online courses. For to make them technologically aware workshop, lectures on digital literacy are organized. Here they get prepared for making presentations and able to use e-resources, collect information and observe and use video as per the necessity of the pedagogy subject. Student teachers can do Seminar presentation on topic relevant to syllabus, Case study of adolescence, Review Of an educational mobile application and write a

report, Exhibition of model/ Poster after teaching aid exhibitions with Experiential Learning, Participative Learning, Problem solving methodologies.

For developing Teaching Competency Micro, Practice and Internship is observed by peer and college faculty with their feedback, here we give opportunity of remedial teaching for all needy student teachers. All the faculties are well qualified, cooperative, energetic, self motivated for professional developments. Various In house discussions held for different educational policies, faculties attend various Universities, state, National, International level seminars &conference. Publishing of Research Paper, Published various Reference Books.

Teaching and learning process aligned with CLOs-PLOs laid down by (SPPU). Assessment of each course is transparent and robust. Evaluation of all these activities is done continuously by offline mode with assessment strategies prescribed by Savitribai Phule Pune University (SPPU).

Main purpose of evolution is given instant feedback while conducting demo lessons for their improvement as per school environment. As per necessity of course internal assessment of learning is conducted in various ways like theoretical, practical, oral and performance.

For student teachers Academic Development College provide various facilities like Book bank, Reading Hall, Computer Lab and N-list.Student’s teacher’s grievances regarding examinations are solved by examination grievance redressal committee.

Infrastructure and Learning Resources

Under this criteria the infrastructural facilities of the institution for Teaching-Learning purpose, co-curricular and extension programmes. The physical facilities as per the NCTE norms Classrooms, Laboratories, ICT Centre, Playground, Seminar hall, Multi-purpose hall, Hostel facilities, Store room, Library, are available. All classrooms are fitted with LCD, audio systems, air-conditioned. Enabled WI-Fi campus. Elaborated the process of infrastructure augmentation during the last five years. Expenses of maintenance of Physical and academic support facilities during the last five years was described.

Progressive Education Society’s Bed. College was established in 2006. Library is fully automated including circulation process with the help of software “Autolib NG”. The library contains text books on ‘Education’ as well as on other subjects, reference books, novels, Dictionaries, educational CDs. Encyclopaedia's, Atlas etc. The college has internet connection and web OPAC for the use of staff and students. Separate reading hall of students and teachers make it more user-friendly. A good number of e-journals as well as a large number of varieties of e-resources (e-journals, e-books, databases, etc) through the N-LIST for colleges (UGC-INFLIBNET) consortium are accessible from the library.

ICT facilities including Wi-Fi and internet facilities available in the college.

Student Support and Progression

Progressive Education Society’s B.Ed. College always strives for student support and progression.

In our college we have all types of support facilities. Progressive Education Society’s B.Ed. College have all grievance redressal committees through these committees we solve students problems. We provide all types of

support to needy students. Like concession fees, hostel facilities; help to given educational loan from banks.

Our college has student welfare officer to take care students. We have a placement cell through this our students get a good opportunity in well reputed schools.

We motivate our students for skill enhancement. To achieve this, college organizes various activities like job fair, guest lectures, seminars on research. We encourage our students for higher education. Many of our students complete their higher education. They have qualified in state / national level examinations such as SLET/NET/TET/CTET.

College has a very active student council on this they represent different roles on committees of the college.

For overall development of students college organizes sports and cultural events every year. In this event college had organizing different compactions.

We have a strong Alumni Association which helps for the development of institution. Alumni Association organizes various activities such as motivating freshly students, involves in the in-house curriculum development, guidance for placement, curriculum related guest lectures. We conduct regular meet with Alumni Association for college development. Alumni Association has an effective support system to the institution in motivating freshly students in recognizing, nurturing and furthering any special talents.

Governance, Leadership and Management

- **Vision: Endeavour towards excellence in Teacher Education**

Mission: To create dynamic and proficient women teachers.

Our institute follows a democratic mode of governance, with stakeholders. Actively participating in its administration.

- Decentralization is done in such a way to involve everyone and make everyone feel responsible and important. For effective governance, administration of the college is decentralized, and participatory
- Academic transparency is maintained by communicating student’s performance. Signature is taken on mark lists.

29 different cells are formed in the college.

- Strategy development in higher educational institutions ensures quality and the improvement of efficiency in functioning.

- A policy manual has been framed, giving guidelines related to recruitment and the Grievance Redressal Mechanism.
- The committees are formed as per the activities outlined in the academic calendar. The committees are responsible for the effective planning and implementation of all the activities under the guidance and advice of the visitor, Principal and IQAC Coordinator of the Institute.
- Wellbeing of the staff is important for the effective functioning of the institution. P.E.Society’s B.Ed. College has effective welfare measures for B.Ed. staff, in order to attract, motivate, and retain them.

- Our college has a well designed Performance Appraisal System for both teaching and non-teaching staff, as it is an integral part of human resource management.

- At our College, regular internal and statutory audits are conducted every year as per accounting practices and regulations. Our Internal auditor CA - Dilip Satbhai and statutory auditor CA - Shrish Inamdar appointed by the Progressive Education Society.

- PES's B.Ed. is a self-financing private higher educational institute. The major means of resource mobilization is through fees received from students. Budgeting and auditing procedures are regular and standardized.
- The Internal Quality Assurance committee (IQAC) was established on 11th October 2018 Prior to that, quality initiatives were taken care of by the Academic Planning .
- The institution reviews its Teaching Learning Process, structure & methodologies of operation at periodic intervals through IQAC.
- IQAC consistently works towards incremental strategies to make the functioning of the institute effective and smooth.

Institutional Values and Best Practices

The college is committed to the promise of environmental protection, energy conservation and optimum use of alternate energy, this will ensure an environmentally clean and healthy campus. While every effort is taken with regard to management of solid, liquid and e-waste periodical instructions are given to the students to realize the policy "Less waste, more cleanliness and more cleanliness better health." The college initiates the students in the projects of vermin-compost, rain water harvesting and plastic free campus and promotes green cover, aesthetically and purposefully with the maintenance of trees, shrubs and medical plants. It is worth mentioning that the students are familiarized with community resources, practices and customs through field visits and extension lectures.

Best practice 1st - Title – Teahching Entrance & Eligibility Exams Guidance – SET NET, TET, TAIT, CTET, CET (B.Ed. & M.Ed.)

Teaching is a broad field it includes preschool, nursery, elementary, middle school, high school and college faculty. Teaching profession carries a lot of responsibility. Along with imparting knowledge to the students, the teachers have to work for their overall development and growth. Therefore the role of teachers is very important in the teaching learning process.

Aspirants should equip themselves with skills the good communication, good content knowledge, adaptability, creativity and empathy to pursue a career in teaching field.

Second best practice : To Develop a Holistic Approach in Education by Empowering Women.

As our college is women's college we are very much interested in expressing our best practice as Developing a Holistic Approach in Education by Empowering Women.

Planning and scheduling for this is done by all the faculty and teacher trainee representatives and themes are decided. Each activity is pre-organized by the professors & Authority.

Women should have positive respect for being financially independent, self-reliant and able to face any difficult situation. We provide opportunities for our students to develop in all aspects. Our P.E.S. B.Ed. College organizes many activities that provide opportunities to our students to enhance their qualities.

Research and Outreach Activities

The Progressive Education Society's B.Ed. College is active and encouraging research environment amongst teaching staff and students has designed the research policy, to raise the research and hence involve the staff and students to undertake various research activities. It involves study leaves, organizational support and monitory support for faculty development program.

As a part of curriculum students get opportunity to conduct minor research project during internship period, free Wi-Fi facility is provided.

Our faculty published books and scholarly research articles in UGC care list journals. To facilitate research among the staff pursuing Ph.D., institute arranges one day seminar every year at state level and college level.

The college organizing different outreach and community related social awareness programs, health care programs, and environmentally friendly activities to take part in social development and contribute to the growth of society.

In order to instill cultural values among the student teachers, the institution organizes a variety of cultural programs. Student organizes a number of activities in their internship which helps to developing their leadership skills.

The college organizes programs like "Tree Plantation, Swachh Bharat Abhiyan, Blood Donation Camp, Plastic collection drive, Clothes and Food grains Donation in the slum area".

Every year, the college provides guidance on various subjects under the initiative "Nirbhay Kanya Abhiyan" for women empowerment.

Disaster Management Workshops are organized by the college. In such workshops, various speakers guides on Waste Management, School Disaster Management and First Aid Kits in disaster management.

A state-level seminar was organizing for environmental awareness. Under this, experts guided on water management and recycling, fuel production through plastic, waste segregation and disposal, and the effect of environmental pollution on human health.

The Progressive Education Society's B.Ed. College is supporting influence via establishing the MoUs, linkages and collaborations with Universities, Academic institutes, Education Colleges, Schools and NGOs for different types of activities, for on-the-job training and internships These have helped in expanding the ambit of learning for students and faculty members.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PROGRESSIVE EDUCATION SOCIETY'S B.ED. COLLEGE
Address	Near Modern Institute of Business Management Jangali Maharaj Road, Shivajinagar, Pune
City	Pune
State	Maharashtra
Pin	411005
Website	www.modernedu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Seema Damle	020-25530670	9922007311	-	modernedu@hotmail.com
IQAC / CIQA coordinator	Trupti Bhalerao	020-9850562696	9850562696	-	bhaleraotrupti01@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	27-12-2018	View Document
12B of UGC	27-12-2018	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
NCTE	View Document	31-05-2015	24	

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Near Modern Institute of Business Management Jangali Maharaj Road, Shivajinagar, Pune	Urban	1	2000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BEd,Education	24	Any Graduate	Marathi	110	102

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				15			
Recruited	0	1	0	1	0	0	0	0	1	8	0	9
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				5
Recruited	2	3	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	4	0	4
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	5	0	5
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	2	0	3

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	83	19	0	0	102
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	0	0	0	0
	Female	9	6	9	11
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	0	3
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	5	5	4	6
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	85	87	84	78
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	1	1	3	7
	Others	0	0	0	0
Total		100	100	100	105

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Progressive Education Society's B.Ed. College, Shivajinagar, Pune-5 is permanently affiliated to Savitribai Phule Pune University, Pune, and it strictly adheres to the prescribed syllabus by the University.

	To provide holistic academic growth among students an Interdisciplinary curriculum has been proposed which gives freedom to the student to choose their preferred options from the range of options offered by the institution as teaching subject, craft and other choice based subjects offered by the institutions. As the institution is a teacher education institution, it acquaints the student teachers with interdisciplinary and multidisciplinary approaches to implement them in their classrooms. An approach to curriculum integration that generates an understanding of themes and ideas that cut across disciplines and the relationship to the real world. Keeping this in view a competition was conducted in the college on "Interdisciplinary Approach to Teaching Environment on World Environment Day. Students presented lessons by using an interdisciplinary approach to their respective subjects. They used videos, presentations and other ICT tools to integrate the environment subject with their teaching subjects. The results were declared based on their understanding of the multidisciplinary.
2. Academic bank of credits (ABC):	The institution's preparedness for implementing the Academic Bank of Credits depends upon the guidelines of the affiliated university and the Higher Education Department, Pune. The University is in the process of developing ABC for all the affiliated colleges as they have demanded academic records of the students from all the affiliated colleges. For this purpose, a centralized database along with the database of the college is to be estblished to digitally store the academic credits earned by the student from various courses so that the credit earned by the student in the previous classes could be forwarded when the student enters the program again.
3. Skill development:	To develop the skill capacity of student teachers the institution has undergone a number of Memorandum of Understanding MOUs have been signed to enhance the employability and teaching skills of future teachers. A number of value added courses have been initiated by the institution on various topics that include communication and personality development, Integration of ICT in Teaching-Learning, Life Skills Education. Soft Skills, Integrating Art in the Teaching - Learning Process and training in self-defense etc. The institution organizes seminars, webinars, interactive institution

	organizes seminars, webinars, interactive talks of experts and other training sessions and workshops to develop the required skills among the workshop to develop the required skills among the workshop to develop the required skills among the students. The programmers organized by the institution.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college ensures appropriate integration of the Indian Knowledge system by adopting multilingualism in the classrooms. Students can also attempt papers in English and Marathi. Opportunities are provided to the students to participate national priority programme. Every year college organise cultural fest.
5. Focus on Outcome based education (OBE):	All the courses. Subjects, and Value added course have CLOs and PLOs and all efforts are being made to achieve these objectives by the end of the course. In faculty Orientation and student Induction Program me the introduction, importance, and tasks to achieve these CLOs and PLOs are informed to the teachers and students. As a teacher Education Institution, the main focus is to produce teachers that are well trained to meet the demands of the contemporary education system. To fulfill its responsibility, the institution offers opportunities to student teachers to keep their knowledge updated by organizing awareness programs.
6. Distance education/online education:	Progressive Education Society's B.Ed. College, Shivajinagar, Pune-5 planned to integrate the upgraded technology in pedagogy. . The objective of organising such training was to enable the teacher educators to use the updated ICT skills in Teaching, Learning and Assessment. Google classroom and other Google applications, video creating applications, educational mobile applications were few applications learnt during the training to be mentioned. Learning Support during Lock down: Even though the lock down due to Covid - 19 pandemic restricted the teaching learning process, the college extended continual learning support to the student teachers using online platforms.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	y
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	y
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	y
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	y
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	y

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
203	201	198	160	111

File Description	Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document

Other Upload Files	
1	View Document

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
109	100	100	100	100

File Description	Document
Letter from the authority (NCTE / University / R	View Document
Institutional data in prescribed format	View Document

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	13	12	14	13

File Description	Document
Institutional data in prescribed format	View Document
Central / State Govt. reservation policy for adm	View Document

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
98	101	98	60	44

File Description	Document
List of final year students with seal and signat	View Document
Institutional data in prescribed format	View Document

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
98	99	98	60	44

File Description	Document
Institutional data in prescribed format	View Document
Consolidated result sheet of graduating students	View Document

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
105	105	100	100	52

File Description	Document
Institutional data in prescribed format	View Document
Enrollment details submitted to the state / univ	View Document

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	11	12	09

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	17	17	17

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
42.569	43.687	54.999	61.238	55.347

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

3.2

Number of Computers in the institution for academic purposes..

Response: 56

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Progressive Education Society's B.Ed. College is permanently affiliated to Savitribai Phule Pune University (SPPU) and recognized by NCTE. Accordingly, two years B.Ed. curriculum (Choice Based credit System) offered by SPPU is implemented in the college. The syllabus is planned in the beginning of the academic year. Separate academic calendar is prepared for first year and second year. The time table committee plans the curriculum in the college.

The planning committee of the college prepares the academic calendar and timetable. Academic calendar is prepared to provide the curricular, co-curricular and extension activities as well as the daily schedule as per the credit wise hours given in the syllabus.

Also, responsibilities of various courses are allocated for effective implementation of the curriculum. Course wise plan is prepared by course head according to the distribution. After planning of each subject and activity, the principal holds a meeting and accordingly the teachers are guided for curriculum planning.

According to the academic calendar, teachers prepare subject wise unit plans to make the teaching-learning process effective. Teachers use methods like ICT, different teaching methods, lecture method, question answer method, group discussion etc. for effective implementation of curriculum. Faculties follow the timetable allocated at the beginning of the academic year. The Principal monitors the timetable and ensures its implementation.

Internal evaluation is done by the college after completion of the course. Also the preliminary exam of all the subjects based on the entire syllabus is conducted according to the paper pattern of the university. The information about the performance is shown to the students and guidance is given as per requirement.

The college adopts a feedback system for evaluation and improvement of curricular and co-curricular activities. College takes feedback from students, alumni, teachers from schools where practice teaching is held, employers and faculty members.

Our faculty guides students for action research to create critical awareness of the current socio-educational situation of school students. Students participate in research based activities like Action Research and students are guided by our faculty members and Principal. We also extend our guidance to our alumni as per their requirement.

Whenever additional time is required for value-added courses, self-study courses and midcourse revisions are made. Also our faculty gives extra guidance and remedial teaching for some courses according to student's requirements.

Our college strives to develop managerial skills and organizational skills in students. College encourages students to participate in study tours. College conducts educational tours every academic year.

College strives to develop sensitivity in student about emerging issues such as environment, gender equality, legal literacy etc. College plans and implements various activities like cultural, social (Blood donation), campus cleanliness (*swachata Abhiyan)*, Awareness rally, plastic collection, and Tree plantation), sports day, trade fair, Job Fair and Annual Function etc.

College organized workshop dated 18/02/2012 on desired change B.Ed. curriculum. In workshop objectives desired changes was discussed and conveyed to SPPU. When curriculum of B.Ed. was changed in 2012, our faculty attended orientation of syllabus. Also college principal is member of Board of Studies.

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

1.1.2

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

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

1. **Faculty of the institution**
2. **Head/Principal of the institution**
3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	22	26	25	19

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	22	26	25	19

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

1.2.2

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

Response: 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	2	2	1

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

1.2.3

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

Response: 49.14

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

five years

2021-22	2020-21	2019-20	2018-19	2017-18
89	177	81	53	29

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

1.2.4

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

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

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.5

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

Response: 7.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	56	0	4	0

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3 Curriculum Enrichment

1.3.1

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

Various curricular and co-curricular activities are implemented in the college to develop the knowledge, skills, values and attitudes of the students. Through these activities, students are provided a platform to enhance their potential. It includes curriculum orientation, micro-teaching, innovative lessons, practice lessons, Internship program, cultural programs. Before implementing the syllabus, the introduction of the course is important. Before the commencement of the B. Ed. course, an orientation session is organized to introduce the course. It includes faculty introduction, student introduction, library visit, computer lab visit. Basic knowledge of teacher education is imparted to students through the compulsory subjects of B.Ed. Basic information is given about child growth, developmental problems, teaching learning and evaluation process, new teaching strategies, relationship between technology and teaching etc. Information is given on how to manage the school using the available physical facilities and human resource. Also, information on the functioning of various school boards, curriculum design, types of schools and how to implement inclusive education in our school is provided through curriculum and other activities.

College offers students many options for Pedagogy subjects and Elective subjects under Choice Based Credit System. College guides the students in the selection of Pedagogy subject. The subject teaching method is decided at the time of admission according to the degree and PG subject of the

students. Through micro-teaching workshops, practice is taken to acquire various skills depending on the subject of the teaching method**.** Also guidance and practice is taken on how to teach by combining various micro teaching skills. Subject wise knowledge of how to teach effectively using various teaching methods, techniques, strategies, educational tools, assessment techniques and support systems is imparted by teaching methods and its practical experience is given through practice lessons and internship.

A teacher should have thorough knowledge and skills of all other aspects related to teaching profession. Therefore, the basic knowledge of the subject of yoga and its manifestation is given. Action research projects, film appreciation, book review, social activities, cultural activities, art and drama in education are conducted as part of the curriculum. Practical and activities are demonstrated to develop an entrepreneurial attitude. Also, various co-curricular and extra-curricular activities are organized during the year with the active participation of the students. Opportunities are provided for the presentation of talents, skills and abilities of the students.

A teacher who develops students in the modern age should be a multi-talented and multidimensional teacher. Also, the teacher should be able to fulfill needs, challenges and solve problems of the students in today's world. Apart from B.Ed course, other value added courses, self study courses and skill oriented courses are conducted by our college. Various lectures, workshops and programs are conducted for capacity building related to school education, such as Nirbhay Kanya Abhiyan and activities like disaster management, are organized. Socially useful activities like blood donation, tree plantation, awareness rally, plastic collection are conducted with the participation of students. The college provides opportunities for students to develop course-related competencies and skills.

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

1.3.2

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

Response:

There are many school boards operating in India like ICSE, IB, CBSC, SSC, etc yet the main objective of the curriculum of each school board is the holistic development of the students. To achieve this goal, NCERT and SCERT work on curriculum development at national and state level. To achieve this goal, it

is important for B.Ed. students to study how the functioning of various school boards works. .The college imparts theoretical as well as practical knowledge to the students through internship programs, practical lessons, field visits etc. as per the syllabus given by the university to introduce the syllabus, procedure, evaluation etc. of various boards.

Different types of schools have been established in India as well as internationally. Students are introduced to the school systems of various boards through an orientation programme conducted before the commencement of the Internship programme. For orientation, lectures of various experts, field visits, and seminars are organized. Students are instructed to observe the schools of various boards. Through the information gained during the internship program, by providing information about various boards through lectures and seminars. Students are suggested to observe and compare different boards infrastructure, policy, assessment, teaching methods, teacher's roles, responsibilities of various staff, curriculum, assessment system, norms and standards, use of technology, etc. Each board has a different education system. Schools' procedures, evaluation systems, norms and standards vary across the different boards. These various education boards are introduced to students by the college.

Today's student will be tomorrow's teacher, so it is important to be aware of these different boards of schools. The college conducts visits and seminars to various schools to familiarize students with the diversity of school systems in India. This is achieved by conducting visit to various board schools to learn about school development in India. These visits include the areas where the students come from, their place of residence, whether rural or urban. Schools are considered according to the curriculum level of primary, secondary and higher secondary. School are remarked by considering various factors like how the school enrolls, enrollment rate of coeducation, enrollment rate of girls and teacher-student ratio etc.

Are the admissions in various board schools as per the norms laid down by the Govt. Information on student age group, school entry age, educational policy, school operations, and Government standards for teaching and non-teaching appointments is imparted through seminars and lectures of syllabus.

To learn the diversity of school boards, teachers give practical to students 'Comparative Study of School Boards'. For comparative study following points are included - Results, Learning Outcomes, Evaluation procedure, Infrastructure etc. Through this practical, students get an opportunity to learn about the functions of various school boards.

Students thus utilize the knowledge gained from seminars and expert lectures in actual Internship programme, practice lessons, and field visits and get information about the functioning of various boards.

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

1.3.3

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

Response:

Progressive Education Society's B.Ed. College follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures: The College follows student-centered approach, an approach to education focusing on the needs of the students. Every student does 'Action research' under faculty guidance.

A student of today will be recognized as an ideal citizen of tomorrow. The college strives for holistic i.e. intellectual, emotional and psychomotor development of the prospective teachers enrolled in the college. Daily morning prayers are organized in the college to inculcate moral and emotional development in student teachers as well as constitutional values among the prospective teacher. Our college prayer includes Pledge, National Anthem, Constitution Reading, Special Days and thoughts of the day. The important reason for organizing this prayer activity is that when the student joins a school as a teacher\, the student will acquire the skills to pray in her school.

A student enrolled in the college is provided with the knowledge and skills necessary to become an exemplary teacher. The college imparts theoretical and empirical knowledge of teaching as a profession through skill of teaching competency at the micro level and develops relevant skills.

Students are provided a platform to practice teaching skills throughout the course with a view to developing their pedagogy. After equipping students with better and better teaching skills, they are assigned to schools for their Internship program. Their aim is to impart professional knowledge and skills to students through the curriculum.

Students receive their assigned school schedule on the first day of their Internship Program. Accordingly, students prepare lesson plans and implement various teaching methods, co-curricular and extracurricular activities according to their schedule and reinforce the professional knowledge acquired in college.

Cultural activities, social activities, birth and death anniversaries of eminent leaders, cleanliness, tree plantation, food donation, blood donation are carried out in the colleges under the cultural and social program. Training is given to students how to implement all these activities. All these activities are implemented directly in the Internship school.

Sports and Yoga are organized in the college to bring about the psychomotor development of the trainees. Through sports and yoga, mental and emotional development of students is brought about. The knowledge acquired in the college is implemented by the trainees in the actual Internship school by organizing yoga and sports.

In the college, trainees are guided on how to prepare blue print, question paper, answer sheet. After training students prepare the question paper and organize the actual exam in the school. Therefore,

students get a demonstration of how to set unit test paper, how to check it as per model answers, how to score it. Students are also trained to analyze result from this internship program.

Thus all the learning experiences related to teaching profession imparted in the college is utilized by the trainees during the internship period.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 90.67

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

2.1.2

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	13	12	14	13

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

2.1.3

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

Response: 1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	1	0	0	0

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

Admission to the eligible candidates is made as per merit on the basis of marks obtain in the qualifying examination (Graduation or Post-Graduation) and marks in the Common Entrance Examination. P.E.S B.Ed. College, Pune-5 is permanently affiliated to SPPU. Admission process is implemented Maharashtra State. College admits students from different areas. At the time of admission, a basic, informal desk interview is conducted by the admission committee of the college.

The college conducts an entrance test for students through Google forms to find out the interests, abilities, teaching aptitude etc. For selection of teaching methods, counseling of students is done by the admission committee. Confidence among students at the entry level is very low. In order to boost their confidence, some activities are implemented.

1. Group interaction among students and personal interaction with mentors is conducted in order to improve communication between students
2. First Year starts with the Induction program of the syllabus.
3. In micro-teaching sessions, the students are guided in the groups.
4. Students are also guided in going Information Communication and Technology teaching by inculcating ICT basic skills among them.
5. Students admitted to the college come from diverse backgrounds and are guided individually by knowing their problems.
6. Some of the students admitted to the college are having huge gaps in their education. Such students are guided through one to one interaction and counseling.
7. Some of the students admitted to the college have less confidence in teaching, by remedial teaching, their confidence is boosted.
8. While taking admission in the college, students are eager for employment. Considering their needs, they are assured of employment through the placement cell of the college.

The College always gives academic support to students to identify their study needs based on their progress. The needs of gifted and dynamic students are taken into consideration in the teaching-learning activities, and accordingly, they are given more academic activities.

For academic support, we provide the following facilities:

- Rich & well equipped library.
- Online books & journals through N-list software.
- College facilitates slow learners and weaker students through remedial teaching.
- Computer lab is well equipped to prepare PowerPoint presentations for interactive seminars.
- Re- test for prelim examination for below average students and medical emergencies.

For Slow Learners: To cater to the needs of slow learners, special remedial classes are organized by teachers. With the increase in number of students from English medium schools, instruction is now bilingual. Remedial classes for English and Marathi are also organized for the benefit of students.

For Moderate Learners: Well framed timetable that includes all types of activities and classes is top priority. Peer tutoring is emphasized so that all types of learners can benefitted.

For Advanced Learner: Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus. Different types of seminars and workshops are also arranged for them.

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

2.2.2

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

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: Only when students seek support

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 20.3

2.2.4.1 **Number of mentors in the Institution**

Response: 10

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The college adopts multiple mode approach to teaching-learning which focuses mainly on modes like Experiential Learning, Participatory Learning, Problem Solving, Brainstorming, Focused group discussion, online mode etc

Experiential Learning:

Experiential learning is incorporated into classroom interactions while teaching basic courses and teaching abilities. Integration and Innovative Lessons, Demo lessons are done while teaching micro skills, and students practice them with their peers. Students while pursuing Internships get the chance to

work in a school environment. Students present their abilities. This enhances a variety of teaching abilities. After visiting a school, students learn about inclusivity in the learning environment, get insight into their own thinking through an adolescent case study, and gain first hand knowledge of school life through the preparation of Annual plans, test papers, and unit plans etc. They gain greater expertise utilizing ICT to teach participatory learning by using mobile applications to explain topics.

Participative learning is a result of following teaching skills –

- Team teaching
- Practice lessons
- Collaborative teaching
- Seminar presentations
- Action research
- Micro teaching, Innovative Lessons
- Internships
- Sports day, Yoga, Prayer
- Reading text and reflect it in the form of drama, play, Here their participation plays an important role.
- Student teachers understand themselves with a holistic approach and Practice lessons allow students to understand how to use teaching skills for classroom interaction. Students get wide experience through internships.
- To ensure student centered learning, the institution organizes different seminars and workshops. We encourage students to participate in seminars and teaching aids workshops.

Problem solving:

Students are provided chances and the right direction to help them develop their problem-solving skills. Field research, case studies, and visits to inclusive schools are a few examples. Students are given the chance to watch, listen, comprehend, think critically, interpret, and solve difficulties.

By doing action research, teachers may show their students several approaches to solving problems in the classroom. Students gain a variety of talents and skills, such as the ability to observe, use design tools, think critically, use analytical reasoning, plan logically, and solve problems.

Brainstorming:

Students write their opinions about their contributions to society and education while gathering information from thinkers. All students particularly engage in brainstorming while creating models, posters, and test papers. Students engage in critical analysis and brainstorming as they analyze textbooks.

Focused group discussion:

All mentors teach through a discussion method in the classroom so that students can enhance their teaching by contributing their thoughts and knowledge to the class. In the discussion sessions while presenting seminars, students are active members of the class environment, and they are monitored by the mentor's facilitation.

Online mode:

Collecting, checking, and replying to student' presentations through email by all mentors. Conducting online classes through Zoom, Google Meet, using WhatsApp groups for sharing various required information, sharing e-resources with students, using N-LIST for sharing online e-resources, different links with students, etc. Teachers make all of these attempts to improve the learning of the students.

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

2.3.2

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	11	12	9

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

2.3.3

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

Response: 100

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

Response: 203

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

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

To enhance a professional's capacities, like teaching competencies, mentoring is done continuously in mentor mentee groups. Mentoring efforts are conducted in different aspects:

Working in teams:

Teamwork includes team coordination, cooperation, and interpersonal relations. As per the S.P.P.U. syllabus, most of the work is conducted as a team effort. After admission, mentor-mentee groups are formed. Every mentor has around 15 to 25 mentees in their group.

- For the morning prayer, a team prepared for everyday activity.
- In microteaching for conducting team teaching lessons; a team of 2-3 student teachers is prepared.
- For the seminar presentation of each compulsory course the same topic is given to 3-4 mentees and they present it in a team.
- Similarly for conducting internship, Observation of lesson, conducting co-curricular, extracurricular activities all mentees are divided into various teams.

Dealing with student diversity

Being future teachers, all student teachers must know about various diversities in the actual classroom of a school; the curriculum provides an opportunity to know adolescent children and inclusive education. From this course student teachers are able to-

- Prepare lesson plans for gifted, slow learners.
- Visit to an inclusive school, observe various facilities like school infrastructure and others
- Provide additional material and activity to student teachers like online courses, value added courses also encourage to give CTET, TET, TAIT, SET, NET exams.
- All Mentors treat each student equally.

Conduct of self with colleagues and authorities

- For professional behavior it is essential to have a good relationship with colleagues and authorities at work place. Inculcation of life skills, values, core elements in lessons helps them to respect every human being.
- Find a way to get along with everyone at the workplace, to be collaborative and cooperative with each other.
- Understanding of self helps to develop their holistic developments
- Various Workshop, Seminars, Nirbhaya Abhiyan, Guest lectures, Personality Development programs, and Value added courses helps to develop interpersonal relations.

Balancing home and work stress:-

After completing the B.Ed. program, all student teachers enter school, which brings lots of challenges to adjusting home with work.

? Self defense,

? Stress management course

? Workshop and Guest lectures on stress management

? Personal counseling in college and after college is also given by all mentors.

? Yoga for healthy mind, Diet Guidance

? Organize sport day for developing sporty nature

? Team work, co-operation and healthy friendship among all mentees keeping oneself abreast with recent developments in education.

? Read Educational books, Journals, magazines, do book discussions, etc

? Educational mobile applications regarding pedagogy for explaining concepts

? Attend various guest lectures, seminars on topics such as new educational policy, waste management, Different laws, Plastic Free Environment.

? Seminar on New Educational Policy, Educational Act upgrades their knowledge.

?Use of technology for conducting lessons and preparing lesson notes, collecting information regarding content to teach, and using video to make lessons attractive.

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

2.3.6

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

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

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

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

The teaching and learning process at Progressive Education Society's B.Ed. College mostly focuses on nurturing creativity, innovativeness, intellectual and thinking skills, and life skills among students.

? **CREATIVITY**

Students' ideas and thoughts must be transformed throughout the creative process in order for something new to be created, ideas and thoughts must be transformed throughout the creative process in order for something new to be created. With the use of a teaching aid workshop, mentees develop innovative teaching tools, including charts and functioning models out of scrap materials, posters, and PowerPoint presentations with animation effects.

? **INNOVATIVENESS**

Enhancement in Education encourages mentors and mentees to search and use the resources to discover something new. Every year, a theme wise cultural week is organized in an innovative way, and a theme based college magazine is published every year, where all students and teachers give their articles. All mentees try to take lessons innovatively, using different teaching techniques. Mentors encourage mentees to do research projects in the form of action research; here, mentees worked in an internship school on children's classroom problems.

? **INTELLECTUAL AND THINKING SKILLS**

The increasing complexity of work and social life demands intellectual and thinking skills, which can be associated with cognitive development. In the workshop on making a blueprint and marking scheme, mentees prepare test papers, a blueprint, and an answer key too. This workshop helps them conduct tests at their internship school. Environment awareness, period awareness, aids awareness, such events are organized in our college. Aside from this, mentees can understand themselves through personality development lectures, listening to others' life stories, and getting opportunities to express their own life stories too. Mentees got the opportunity to read text and reflect on it in the form of drama, song, or play it with proper dialogue in a group. Various events conducted for health and yoga give opportunities for doing yoga and sports. All such activities help them cope with stress between their lives and studies, and mentees can think critically.

- **Empathy**

Empathy is the ability to comprehend and relate to another person's feelings. Our college offers several chances, such as peer observation, team teaching, working in a team, presenting at seminars in groups, reading texts, and giving feedback in the form of mind maps, flex, theater, etc., to foster empathy among mentees. Create a cultural week and festival to instill a sense of culture in all student teachers.

? **LIFE SKILLS**

Life skills is a term used to describe a set of basic skills acquired through learning and direct life experience that enable individuals and groups to effectively handle issues and problems in daily life. Our mentees analyze every school textbook to see if the information is applicable to the teaching of life skills. When creating the lesson plan, the mentor should include the mentee's input as a pertinent issue. In addition to the curriculum, our institution offers a specific course on life skills. Various events are planned at our college to help students develop their skills.

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

2.4 Competency and Skill Development

2.4.1

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

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**

7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Response: A. Any 8 or more of the above

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

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

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

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

Response: A. All of the above

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

2.4.6

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

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**

3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files	
1	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

1) Selection/identification of schools for internship program: participative /on request –

An Internship of students is arranged in various private and government aided schools. As per diversity among mentee-like subjects, the medium of instruction is English or Marathi. Our College gives the opportunity to choose a school for doing their internship. At the same time the parent institute runs 10 schools of varied mediums where student teachers can do internships. After word as per method of student teacher school supervisor and mentor fixed timetable of students for conducting different activities as per syllabus assigned by Pune University. Participation is compulsory for all mentees.

2) Orientation to school principal / teachers: College authority and mentor personally meet with the school headmaster and school authority and explain to them in detail activities conducted by the mentee as per the curriculum provided by Pune University. Mentors meet with school teachers and Principal for planning an internship.

3) Orientation to students going for an internship: All mentees get actual experience of school activity in their internship. All students get information about internships for conducting different activities. College organized around three days orientation program for second year and two days orientation program for first year before internship program with PowerPoint presentation. All teachers explain to them all the activities with evaluation strategy and report writing technique which helps to write all the activities in their internship files.

4) Defining the role of teachers of the institution all mentees are representing colleges in other schools so they must have to be obedient and follow all the instructions given by college staff and mentors.

5) Streamlining mode/s of assessment of student performance: As per the instruction provided by University Rule and college decided every mentee submitted their files towards the mentor which was checked by him and evaluated by them. Mentor and College Principal both do continuous evaluation of each student teacher and then give marks to them. Thus the assessment process is dependent on student teachers' performance in the school.

6) Exposure to variety of school set ups as student teachers are doing internships in varied schools such as

- DIC English Medium from Chinchwad
- Modern High school from Shivajinagar
- Baburao sanas school, Pune municipal corporation

- Yashwantrao Chavan school of Bibwewadi
- Modern Girls school
- Ambedkar English Medium school
- Nrusinha school,Sangvi
- Kalmadi High School

After completing the internship, the college organizes special lectures for all the mentees to share their experiences in front of all students, and thus all will come to know about other school setups. At the same time, other mentees also get information about the school's setup.

From the above discussions we can observe that the mentee involve themselves in all school activities

like conducting the assembly, arranging sports events, school day, Festivals, evaluation, etc. Thus, mentoring, monitoring, and guidance are provided by all mentors as per the allotment made by the internship head.

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

2.4.9

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

Response: 1.72

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

Response: 57

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

2.4.10

Nature of internee engagement during internship consists of

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

10. Preparation of progress reports

Response: B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

In internship, as per university guidelines, activities are conducted by mentees under the guidance of mentors. Mentees are allotted to various schools. The list of schools is pre-decided by the internship committee, and we organize orientation for all activities before starting the internship. Before starting an internship, all mentees should know their peers and school campus so that they won't face any issues during the internship.

For First Year:

? All mentees observe 4 lessons of senior experienced school teachers as per their methods and also conduct 2 lessons as per their methods which get 200 marks. It's permission is taken by the school headmaster and school teachers before observing the lesson.

? Students have to develop 4 lesson plans for slow learner and gifted learner to cater the diverse needs of the students preferably two of each school subject under the guidance of the school teacher for 200 marks. Lessons are checked and approved by subject experts before joining school as an intern.

? It is required to write a report of the observed and assisted co-curricular and extracurricular activities organized in the internship school for 50 marks after competing school internship. All mentees submit written reports with photos in internship files to respective mentors.

? The student also write an essay reflecting on all the activities for 50 marks; its assessment is done by the mentor after submission of their files. Then conduct two lessons as per their pedagogy methods. This activity has 200 marks in which each lesson carries 100 marks. The evaluation is done by both school subject teacher and mentor.

For Second Year:

- Students conduct block teaching lesson for two methods in which subject experts and mentor guide them to do planning and prepare lesson notes as per school subject teacher convenience lesson is taken by mentee which is observed by peers and school teacher.

? Plan of Evaluation (2A, 2B, 2C) for both methods for this guidance is given by both subject expert and school subject teacher.

? Study of record maintained by the school (Financial, Teacher related, Student related, society related) Evaluation done by mentor after observing the files submitted by mentees

? Organization of co-curricular/extra co-curricular activities, school teacher feedback, peer feedback and their reports will be assessed by a mentor.

? Observation of peers: 06 lessons for both methods, and peer feedback is assessed by a mentor.

? Other school activities: Parent-Teacher association meetings, are observed by interns, and reports are prepared.

After completion of the internship, a Group Wise presentation as per the school is organized in college, which is observed by all mentors simultaneously. School headmasters also give their feedback on the last day of the mentees'. Our college accepts a well planned internship mechanism so that monitoring and assessment of mentees can be done easily, and records are also well maintained by mentors.

Thus, we effectively monitor mechanisms during the internship programs.

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

2.4.12

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

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

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

Response: B. Any 4 of the above

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

2.4.13

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

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

Response: B. Any 4 of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 65.88

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

2.5.2

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

Response: 17.86

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

Response: 2

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

2.5.3

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

Response: 12.67

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

Response: 152

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Progressive Education Society's B.Ed. College is a reputed college, and all the teachers in college are well qualified (SET, NET, M.Phil., Ph.D.). Out of the total staff members of the college, 4 staff members are Ph.D. qualified, 3 staff members are pursuing Ph.D., and two staff members have also recently received official recognition as Ph.D. guides.

B.Ed. colleges are primarily tasked with shaping future teachers. But before that, it is very important for teacher educators (B.Ed. teachers) to be professionally updated. College teachers are constantly striving to keep themselves professionally updated.

Efforts to keep updated professionally:

- Every year various issues or current affairs are discussed in the college like NEP 2020, Right to Education (RTE), Effective use of ICT in education, Women empowerment and New trends in education etc.
- Teachers actively participate in international, national, state and university level workshops, seminars, conferences and webinars etc.
- Various seminars, workshops, conferences or webinars etc. are also organized in college in which all teachers actively participate. For example: State level seminar on Learning Disability, State Level Seminar on Environmental awareness and Webinar on NEP 2020 etc.
- Various programs are organized in which along with the students also the teachers participate enthusiastically. The knowledge acquired in various programs is useful to keep one updated. For example: Nirbhaya Kanya Abhiyan (Women empowerment), lectures on Yoga and meditation etc.
- Teachers complete different types of professional courses. For example: refresher courses, Orientation courses, Diploma in school management (DSM), SWAYAM and MOOC, Ph.D. Course work, and Faculty Development Programs (FDP) etc.
- In 2019, the college organized a FDP for faculties from sister institutes like Modern College of Arts, Science & Commerce (MCASC), Modern Law, Pharmacy, Engineering, Management and Physiotherapy college, Under which the teachers were imparted knowledge of various micro skills, teaching approaches and teaching strategies etc.
- The outcome of this program was that all those attending this FDP realized many subtle aspects of education and teaching skills.
- Teachers are constantly doing hard work to keep themselves updated professionally. Of course, writing and presenting research papers, creating ppts, creating and providing students with their own videos.
- Writing various books related to the curriculum. College teachers have written their own books and they are also available in the library.

- Also teachers are working on various types of projects e.g. Projects funded by Savitribai Phule Pune University (SPPU) and Balbharti (Pune) etc.
- Teachers are also involved in university attributes like exams, seminars, and workshops.
- During the COVID period, teachers taught students through Google Classroom, Google Meet or Zoom.
- The college has a rich library for teachers and students in which various books and journals are available to stay professionally updated. All teachers acquire knowledge by visiting the library as per their requirement.
- Two staff members were appointed as members of the editorial board of New Voices. (Multilingual International Refereed Journal of Multidisciplinary Studies.)

Thus, professional leadership is visible.

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

2.6 Evaluation Process

2.6.1

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

Response:

The B.Ed. course prescribed by Savitribai Phule Pune University (SPPU) is conducted in B.Ed. College of Progressive Education Society. B.Ed. course is Full time two year course that include various programs and activities. Along with the curriculum, the evaluation process at the college is done consistently and holistically. **CIE** includes various things.

They are as follows.

- The **theoretical subjects** of the first year of B.Ed. consist of various demonstrations, seminars, projects, assignments, presentations, MCQs and pre-examinations. Language days are celebrated for language and Science day, Mathematics day, Geography day celebrated under different teaching methods, in which programs are taken by the students. Students are evaluated through all programs.
- The most important skill in B.Ed. is the **micro-teaching skill**, in which the student's performance is evaluated. After Micro teaching lessons, integration lessons, team teaching lessons, technology based lessons, model of teaching lessons are also evaluated by teachers in peer groups. All micro-teaching lessons are observed by the mentor.
- **Practice lessons** are also an important part of the B.Ed. curriculum. Student-teachers perform in the classroom, in which mentors evaluate the student-teacher.

- During one-month **internship**, student teachers work full-time in a school environment, in these practices, various activities are implemented and evaluated.
- Students in **ICT** subjects are assessed through demonstrations and presentations.
- Students are evaluated on community service through various **social activities**.
- Students' performance is evaluated under various **cultural programs** held throughout the year. This includes various competitions, activities, get-togethers etc.
- Student teachers are evaluated through their participation in **Yoga** day under course Health & Yoga. Various lectures, sports day and their presentations on fitness are also evaluated.
- Student teachers are assessed through **educational trips and field visits** as well as **exhibitions** of academic subjects.
- The second year B.Ed. students are also evaluated through various demonstrations, presentations, seminars, practical, and pre-examinations of various theoretical subjects.
- The performance of students' teaching is evaluated by the school teachers and teachers by observation of practice lessons.
- During a four-month internship, student teachers work full-time in a school environment. The performances of students in various activities are evaluated in the school by the teachers.
- In addition, Courses 208 to 212 also deal with Enhancing students professional capacities, under this courses, performance of students in various activities are evaluated by teachers.

1. Reading and reflecting text -Two activities are conducted, Group activity & Individual activity.

2. Understanding self various activities are evaluated. For e.g. SWOC analysis, Life Story, songs, speeches, Interview techniques etc.

3. Action research

4. Cultural festival is organized, Film appreciation for Drama & Art in Education.

5. Entrepreneurship Development socially useful products are created and presented by students. These various programs are evaluated by teachers.

Thus, during B.Ed. students are thoroughly assessed in various ways. Continuous Internal Evaluation (CIE) of the student's learning is done by all the mentors. Meticulous observations are made and honest efforts are made by P.E.S. B.Ed. College to carry out CIE in place.

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

2.6.2

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

following in internal evaluation

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Progressive Education Society’s B.Ed. College has a robust system in place to ensure that the continuous assessment process is transparent, efficient and student centric. Adequate provision is made at university and college level to address student complaints, queries and examination related issues.

University Level Provisions: The University has established a Grievance Redressal Cell for examination related grievances to be reported to Savitribai Phule Pune University (SPPU), If students are not satisfied with their evaluation, there is a facility to re-evaluate their answer sheets. Students can apply to SPPU and ask for a photocopy of their answer sheet. Any complaint regarding question paper style or non-following of the prescribed syllabus must be made at the college level through a formal representation to the Examination Branch of SPPU University, Pune.

College Level Provisions: The College has an Examination Committee, which takes necessary measures to ensure objectivity and transparency in the process. Notifications are prominently displayed on the college website and on the college notice board to communicate information related to internal assessment to the students. The attendance record, which is a part of internal assessment, is uploaded by all teachers on a monthly basis, and ample time is given to students to show any discrepancy. After the assessment, the answer books for prelims and project reports are discussed with the students. They can

raise their grievances with the concerned faculty regarding the marks awarded to them. In case of discrepancy or complaint at the level of preliminary examination cognizance is taken seriously by the teacher concerned. The college has an examination committee consisting of members from all the faculties, which ensures the smooth conduct of examinations held from time to time. If any discrepancy is found, the students are properly guided by the committee members, and their queries are answered. They try their best to help and resolve such complaints. The Office of the College Examination Officer (C.E.O.) is easily accessible to the students for redressal of any examination related grievance. Students are free to approach their mentor or teacher-in-charge. Students can appeal to the C.E.O. if they are not satisfied with the level of the examination committee. The final Internal Assessment (IA) is sent to the university only after each student signs the record. In some cases, if there is a discrepancy between the marks given by the teachers to the students, the college helps the students to correct such mistakes. A suggestion box has also been installed in the college where students can submit their suggestions in written form. Efforts are also made to resolve their grievances.

Types of Grievances and Action Taken:

- Name change on Exam Form, Hall Ticket – Name proof is submitted, Reprint is taken
- Medium Change on hall ticket: Confirmed with form
- Missing Hall Ticket: Application is taken & reprint is given.
- Form filling twice by mistake, PRN Number generated twice- 1 PRN is canceled.
- Internal Prelim exam- Failed, medical emergencies – Retest
- Question Paper arrived late- Extra time is allowed.

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

2.6.4

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

Response:

The college is affiliated to Savitribai Phule Pune University (S.P.P.U) the college strictly follows the academic calendar of SPPU. The examination committee of the college decides the dates on which the students have to do the internal work and submission deadlines. B.Ed. is a full time two years course that covers various activities. The college functions as per the school schedule for practice lessons and internships.

Every year in college, academic planning is done as decided by the university. We have an annual pattern of examinations. The academic calendar is prepared in the college even before the commencement of the academic year. The coordination of working days and holidays is decided in advance while preparing the

academic calendar. While preparing the academic calendar, various assessments to be conducted during the year and the time required for them are planned.

Various types of internal evaluations are conducted throughout the year. In which evaluation is done through demonstrations, projects, seminars, power point presentations, organizing various programs and pre-exams etc.

We observe and evaluate different types of lessons, ranging from micro-teaching to integrated lessons, technology based lessons, team teaching lessons, models of teaching lessons, and practice lessons. Also, a record of the activities of the students is evaluated by visiting the concerned school for the internship period. Under the health and yoga(Course 112) curriculum, we conduct a MCQ test.

During the first and second year internship periods, the various academic abilities of the teaching subjects and the performance of the students in the course are evaluated.

Various programs are conducted continuously throughout the academic year. For e.g. Student teachers are evaluated throughout the year through various cultural programs, various days' celebrations, lectures by subject experts, seminars, workshops, cultural fest, various placements, educational field visits, exhibitions, various competitions, games/sports etc. Similarly, an annual social gathering is also organized at the end of the academic year. The heads of each committee monitor the quality of teaching-learning through daily monitoring of teaching-learning activities.

The college principal conducts meetings with the heads of various committees to develop strategies for effective implementation of the curriculum. Referring to the university calendar, the teachers prepare the institution's academic calendar, including academic courses and co-curricular activities.

A group of 15-25 students is assigned a staff member for individual guidance for the mentor mentee group. Teaching learning is a student centric process using techniques such as team building, peer learning, group discussion, and brainstorming, etc.

Student feedback (online/offline) taken at the end of the academic year, and as per suggestions, action is taken accordingly. Academic flexibility is provided with individualized attention for the student. Additional lectures/Remedial teaching is organized for slow learners. Gifted learners are encouraged; Students are motivated to refer journals, books, online resources. Seminars are conducted on advanced topics, and Students inspired to participate in project competitions.

Expert opinions are regularly sought from schools, academics, and alumni on the curriculum. Feedback from the Principals of various schools encourages students to do better.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The program of B.Ed. syllabus laid down by Savitribai Phule Pune University (SPPU) was last revised in 2015. Syllabus indicating learning objectives is easily available to students and teachers in the college library, on the college website, and SPPU University website. PLOs and CLOs are aligned with the vision and mission of the Progressive Education Society's B.Ed. College, not only imparts quality education to student teachers but also focuses on student development by inculcating moral values, discipline, and quality education in students. It recognize the potential of students by creating opportunities to participate in various activities in the society.While conducting the B.Ed. program, the college takes care that the students are inculcated with the right abilities, skills and knowledge etc.

The outcomes of the B.Ed. program are achieved through various theoretical subjects in the curriculum program outcomes – The P.E.S. **B.Ed.** program outcomes achieve the following:

- To develop competences among student teachers, to select and use appropriate assessment strategies for facilitating learning.
- To anticipate what the students will gain from an educational experience.
- To assess how the outcomes of a single course align with larger outcomes for an entire program.
- To be able to interact with children from diverse social, economic and diverse backgrounds.
- To enable student teachers to acquire necessary competences for organizing learning experiences.
- To build skills and abilities of communication, reflection, art, theater and Self experience.
- To develop understanding about teaching, School management and community involvement.
- To develop teachers who are professionally equipped with skills & competences for changing technological needs..
- To facilitate children's learning and development, to know their Problems.
- To develop the requisite understanding through his or her own observation, experimentation, and reflection.
- To prepare teachers who are able to continuously assess and improve their professional practice as teachers, by critically reflecting on it, who can understand that teaching is embedded in the social context of the learners.
- Analyze the textbooks and syllabus. Applying teaching skills and dealing with classroom problems.

Course outcome – The P.E.S. **B.Ed.** Course outcomes achieve the following:

- Develop skills for logistic development of learners.
- Develop skills in all the functional areas of education and management by providing multiple opportunities for experience based learning.
- Provide such education that will influence thinking and achievements at that workplace. Develop key management and tutorial skills.
- Understand learning as a divergent process.
- Understand the classroom in a social context. Study of childhood, child development and

adolescence.
- Understand the language background of students as the first or second language users.
- Understand methods of study and validation of knowledge in changing scenarios.
- Bring about an understanding of the culture, policies, and practices that need to be addressed in order to create an inclusive school.

Students enthusiastically participate in various cultural activities and also become competent in social service, yoga education and sports. Through this sensitive students can become teachers.

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

2.7.2

Average pass percentage of students during the last five years

Response: 99.5

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
98	99	98	60	44

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

2.7.3

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

Response:

Progressive Education Society's B.Ed. College conducts the curriculum prescribed by Savitribai Phule Pune University (S.P.P.U.) The curriculum is very thoughtful and planned.

The B.Ed. curriculum has been designed with a view to developing various skills among the students to meet the growing needs of the present education situation. Subjects mentioned in the curriculum are with the view of the holistic development of student teachers. In B.Ed. curriculum we conduct internal demonstrations, seminars, presentations, various types of lessons and their presentations, internship programs, cultural programs, Yoga and sports, social services activities, celebration of days, educational trips, field visits, examinations, group discussions, I.C.T practical etc. Students are evaluated through all the above activities. Remedial teaching is done keeping in mind the needs of weaker students in academic activities. Also, the following activities are implemented to encourage the students.

1) An appreciation ceremony for students who get special proficiency is held in the college.

2) Meritorious students are felicitated.

3) The senior students guide and help the newly admitted students.

4) Prizes are awarded to winners of cultural and sports competitions.

5) An appreciation ceremony is also held in the college for students who excel in other courses.

Various activities are organized through the college with the aim of personal development of the students. For e.g. Value added courses, Providing information about courses like SWAYAM & MOOC, Giving lectures based on life skills, Delivering lectures under research topics, Various lectures for better physical and mental health of students, lectures for protection under Nirbhay Kanya Abhiyan (Women Empowerment) lectures and presentations based on NEP-2020, various seminars and workshops related to educational or social issues/subjects etc. All the above things are beneficial to the students' future and self improvement. The student welfare cell of the college helps in solving the academic and mental problems of the students.

Employment opportunities are provided for the students through the college. Principals and teachers of various reputed schools in Pune have come to the college and taken interviews with students, thereby select the right students and giving them an opportunity to work in their school. Provide employment opportunities for the students by assessing their work of the students during the internship period.

B.Ed. Students who drop out of class are also followed up by the college. B. Ed. College takes information about the field in which the passing out students make their debut and in which professional field they excel. Also, information about who qualifies for any competitive examination is taken through the college. Thus, the progressive performance of the students and attainment of professional and personal qualities as per PLO and CLO are monitored and used for further improvement. Some of the students of college after passing B.Ed., pursue higher education and also serve in various higher or reputed institutions

Similarly, some students make good use of the knowledge acquired here to render service in different states or abroad.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 95.92

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 94

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

2.7.5

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

Response:

Students are admitted to Progressive Education Society's B.Ed. College for the purpose of becoming good teacher. Students do not have any experience in this field at the time of entry. The college mainly does the important work of teacher training. The curriculum laid down by Savitribai Phule Pune University (SPPU) is implemented in the college.

Students from various backgrounds, like economic, geographical, linguistic, rural, etc. get admission to the college. Students entering college have different learning needs. At the time of admission, these students do not have any skills and experience required for B.Ed. Therefore, they do not have the inherent qualities, abilities, or skills to become teachers.

Students are exposed to various subjects and new streams offered in B.Ed. Of course, e.g. various teaching methods, materials, models, technology-related thought processes, etc. are also seen in teaching. Students show improvement over time. For example, in the first year of B.Ed. In microteaching, students who initially have no knowledge of standing on platforms, communication skill, loud speaking, confidence, blackboard writing, gradually learn integrated lessons, technology based lessons, and all lessons through self-effort and practice with micro lessons.

Various cultural events or activities celebrated in the college are organized by the students themselves. Various types of competitions, like reading, speech, writing, music, dance, etc. are voluntarily participated and also show their talent & uniqueness. During the internship period, students conduct short research to solve a problem through action research. They try to solve problems by studying on their own. Also, school, college activities, as well as social activities related to society like cleanliness drive, tree planting, AIDS awareness, sports competitions etc. are also participated with equal enthusiasm.

Students study and showcase the best of the cultures of various states of India through the arts and drama in education through cultural activities. Also, a close study of an educational or social film gives a better understanding of what is going on in society. Also, proper use of knowledge in the study subject gets more marks. During the inter-residential period, various activities are carried out with great enthusiasm and joy in the respective schools. Seeing the talent of some students, the principal provides them with suitable job opportunities.

PPTs can be created for various seminars within the curriculum using technology efficiently and easily. Various teaching methods as well as pictures, etc. are used in the study lessons. Through the topics of health and yoga, important things related to health are implemented and explained to others.

Along with this, students develop self-awareness, ability to face future challenges by understanding their strengths, weaknesses, and opportunities. Students can create their own businesses by identifying their own strengths.

Thus, students who are completely unfamiliar with the field of study at the time of admission identify their study needs and seek to meet these needs through college.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.87

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	3	0	0	0

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.1.2

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

Response: 0.07

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0.176	0	0	0

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	View Document

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: A. Any 4 or more of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4

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

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

4. Material and procedural supports

Response: A. All of the above

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

3.2 Research Publications

3.2.1

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

Response: 1.88

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

2021-22	2020-21	2019-20	2018-19	2017-18
07	07	02	02	03

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

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 3.04

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
12	03	05	08	06

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

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 5.2

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	4	6	5

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

3.3.2

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

Response: 49.48

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

2021-22	2020-21	2019-20	2018-19	2017-18
107	120	25	100	80

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

3.3.3

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

Response: 49.48

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

2021-22	2020-21	2019-20	2018-19	2017-18
107	120	25	100	80

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

3.3.4

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

Response:

Teaching, research, and extension are the three pillars of the success of a higher education institution. Progressive Education Society's B.Ed. College undertakes various activities to inculcate social values like teamwork, sustainable living, and a positive attitude.

The primary goals of social activities are to foster empathy and a sense of responsibility for society. The college coordinates social awareness programs, health care programs, and environmentally friendly activities to take part in social development and contribute to the growth of society.

The college organizes many programs that promote a feeling of pride and respect for the nation by commemorating National Day, Women's Day, Teachers Day, Science Day, and the birth anniversaries of prominent people in order to make the student teachers aware of societal concerns and difficulties. In order to instill cultural values among the student teachers, the institution organizes a variety of cultural programs. Student instructors hold a number of competitions throughout their internship to help students develop their leadership skills. It aids in raising educational standards.

The college organizes the following activities to promote harmony between the college and society:

1. Our students are imparted experiential knowledge through lectures by experts in various fields like Doctors, Lawyers, Dieticians, Physiotherapists, and Lady Police inspectors. These programs were part of Nirbhay Kanya Abhiyan, Women Empowerment Workshops.
2. Under social activities the college organizes programs like "Tree Plantation, Swachh Bharat Abhiyan, Blood Donation Camp, Plastic collection drive, Clothes and Food grains Donation in the slum area".
3. Activities focusing on yoga, physical exercise, and meditation are conducted for mental health.
4. Tree plantation programs are organized on the occasion of 5th June World Environment Day regularly. Medicinal plants were cultivated along with other plantations in the college and its surroundings.
5. Under the Swachh Bharat Abhiyan initiative, activities like cleanliness and plastic donation drives are implemented in the vicinity of the college every year. During the covid-19 masks were distributed to needy people.

6. Every year, the college provides guidance on various subjects under the initiative “Nirbhay Kanya Abhiyan”. In these workshops, experts from various fields provide guidance on a variety of issues, including essential laws for women, ayurveda for women's health, and female self-defense.
7. The college also offers a program for personality development. Lectures on the development of student teachers, voice modulation, health and nutrition, class management, and the use of multimedia were scheduled as part of this program.
8. Disaster Management Workshops are organized by the college. In such workshops, various speakers guided on Waste Management, School Disaster Management and First Aid Kits in disaster management.
9. A state-level seminar was organized for environmental awareness. Under this, experts guided on water management and recycling, fuel production through plastic, waste segregation and disposal, and the effect of environmental pollution on human health. Every year, the college organizes various yoga activities for the community on the occasion of International Yoga Day. Sessions on the value of the applications of yoga for achieving mental, physical, and emotional wellness were held.

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

3.3.5

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

Response: 4

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

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

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 9

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	17	10	03	02

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

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 30

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

Response: 30

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

3.4.3

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

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

Response: A. All of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The college has the requisite infrastructure as per the NCTE (Recognition Norms and Procedure) Regulations, 2014, needed for two units of the two years B.Ed. Program. The college has a built-up area of 1500 square metres. The details of the available infrastructure are as follows:

- **Principal's office:** The college has a spacious, well equipped Principal's office.
- **Staff rooms:** The staff room has a capacity of 10 staff members. It has good light and ventilation. Each faculty member has a good space with a personal desktop and facility of Wi-Fi connection.
- **Administrative Office:** Office is with a facility of Desktop, Printer, Scanner and Xerox Machine.
- **Library and Reading hall:** The College has a well-equipped library and information centre with a reading hall. The library is automated using Autolib software.
- **Adequate Classrooms:** As per the NCTE norms, 04 class rooms and 04 method rooms are available for teaching and learning process. All classrooms are spacious and well equipped with Internet, LCD facility and air conditioning.
- **Seminar Hall:** We have two well equipped and spacious Seminar Halls with LCD Projector and Computer (with internet facility). We utilize this seminar hall for seminars, workshops and orientations as per the requirement.
- **Laboratories:** College has a total of 06 Laboratories.
- **ICT Center:** College has ICT Resource Center with well equipped computers with Internet (200 Mbps) and latest configuration hardware. Facilities like Scanner, Printer and LCD Projectors are also available.
- **Sports Room/Gym:** The College has a well equipped sports room with equipment like, Stepper, Exercise Cycle, Treadmill, Carrom board, Chess Board, Skipping ropes and Yoga Mats.
- **Art and Craft, Music and Teaching Aids Preparation Room:** It contains musical instruments, craft material and teaching aids for teaching learning process. .
- **Store Room:** In the spacious storeroom, files of internal works and spare furniture are stored.
- **Multi Purpose Hall:** There are 02 air-conditioned multi-purpose halls equipped with LCD projector, audio system.
- **Ladies Room:** We have 01 Ladies Room for recreational purposes.
- **Washroom for Students:** We have 06 wash rooms for Girl students and 01 each for ladies and gents staff.
- **Canteen:** We provide a canteen facility for students and staff.
- **Parking space:** On our premises, we have ample space for two wheeler and four wheeler parking and separate parking for e-vehicles.
- **Fire safety measures:** Safeguards against fire hazards in all parts of the building are available. We have 5fire extinguishers and a CO2 machine.

- **Hostel for female students:** We have resolution from Progressive Education Society that 20 seats are reserved for B.Ed. College students in the P.E.Society's Girls Hostel.
- **Safe drinking water:** We have 02 Water coolers, 2 Aqua guard Filters for students and one aqua guard filter facility donated by staff.
- **Playgrounds:** We have 02 playground facilities for physical activities.

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

4.1.2

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

Response: 100

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

Response: 8

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

Response: 8

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

4.1.3

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

Response: 19.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
5.122	12.152	20.824	9.161	4.022

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Progressive Education Society's B .Ed college library had purchased AutoLib software and we are successfully implementing for library daily work.

- **Name of the ILMS software : AUTOLIB**
- **Nature of Automation : Fully Automated**
- **Version : "AUTOLIB NG"**

AutoLib is popular and advanced integrated Library automation management software, designed and developed by a team of Library & Information Science specialists, database designers, software developers and network specialists. AutoLib is fully integrated, versatile, user-friendly, cost-effective and multi-user Library automation software. AutoLib is a totally integrated software package encompassing all aspects of library management.

For its smooth functioning, the Library is automated using the Integrated Library Management System (ILMS). The library working is computerized; Software is being used for issuing books and maintaining records. The keywords used for the effective retrieval of books in the library subject. This process also helps to make better use of existing library services and enables effective, efficient library administration.

For proper execution of the library material, Library has purchased "AUTOLIB NG Software from Akash InfoTech Pune. This company provides online & offline support for any software problem related to AUTOLIB NG, proper backup & maintenance of the software is done during annual maintenance contract period.

Modules of Autolib: ILMS has the following modules.

- Acquisition
- Cataloging
- Circulation
- OPAC and Web OPAC
- Serial Control
- Administration

Acquisition

- It is base support of library
- Users and members of the library can submit their suggestions for books journals etc.

Cataloging

- Simplified for quick and easy use
- Cataloging of books, CDs, journals many more is possible.

Circulation

- Process of Book Issue, Return & Renewal is stored in Autolib software
- Users get due date reminder through mail
- In this module the entire circulation status summary is generated.

OPAC And Web OPAC

- Powerful and versatile search facility
- Simple search for beginners
- Search facilities to search the database using important fields such as Accession Number, Call Number, Author, Title, Edition, Year, Publisher, Subject, Keywords, Department, Availability, etc**.**

Serial Control

- In this module we record the periodicals and journals subscribed by the library.

Report Management

All types of statistics/reports for the management can be generated in this module.

In this module we generate the reports such as

1. Catalog (main/author/title)
2. Accession registers List of books by author/ title/ publisher/year, subject/call number
3. Books by unique titles
4. Frequently issued books

5. Books issued/returned/reserved
6. Stock verification report
7. Journal list

System Administration

- These modules set the overdue and generate templates for books due. User gets a due date reminder through SMS.
- Autolib software has functions of data Back-up, export and import.
- Yearly stock verification is done through system administration

Bar-Coding System

- All the books are bar-coded in the library and a scanner is used in the circulation counter for transactions.

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

4.2.2

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

Response:

Education refers to the process of learning and acquiring information. Education is not only an instrument of social change but is also viewed as an investment in national development.

P. E. Society’s B.Ed. College Shivajinagar, Pune Library was established in 2006. Library has various types of collections of books, reference books, textbooks, Journals and Educational CD’s. The college library provides access to a variety of Open Educational Resources (OERs). The Library subscribes to N-LIST, a database that provides access to more than 6,000+ e-journals and 30,00,000+ e-books. Through MoU with Modern College Arts, Science and Commerce (Autonomous), Shivajinagar, Pune-5, the library is able to access DELNET (Developing Library Network) Database.

The library also provides Current Awareness Service (CAS), Selective Dissemination of Information (SDI), Reference Service, and educational articles from newspapers through Google Classroom.

Links for the particular resources are provided through the college website so that users can go there and

access those resources. Some of the important educational e-resources are as follows:

· **N-list**

"National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", being jointly executed by the e-Shodh Sindhu Consortium, INFLIBNET Centre and the INDEST-AICTE Consortium, IIT Delhi. The N-LIST project provides access to e-resources to students, researchers and faculty from colleges and other beneficiary institutions through server(s) installed at the INFLIBNET Centre.

· **National Digital Library of India**

The Nationalis an online repository of educational resources, including books, journals, data sets, audio books, lectures, video lectures, presentations, and question papers.

· **Project Gutenberg**

Project Gutenberg is an online library of free eBooks. Its web portal has more than 60,000 eBooks

· **Vidya Mitra**

Vidya-mitra is an online learning portal. Which provide audio/video learning material, textual material, multimedia-enriched materials etc

· **NCERT**

The National Council of Educational Research and Training (NCERT) is an autonomous organization. NCERT encourages original and critical thinking in education.

· **e-PG Pathshala**

e-PG Pathshala is an initiative of the MHRD, which provides high quality, curriculum-based interactive e-content in 70 subjects across all disciplines of social sciences, arts, humanities, natural & mathematical sciences, linguistics, and languages.

· **E-balbharti**

E-Balbharati is designed as a digital learning platform where you will get the required Books, prescribed by the Maharashtra State Board. Students can access the quality digital learning material from here.

· **Vidya Vani**

The programmes on Vidyavani are focused on various departments on the Pune University, various students' welfare schemes, information about exams and results and activities of the University.

· **DOAJ**

DOAJ is a unique and extensive index of diverse open access journals from around the world. There is 1,823 indexed Educational journals.

· **DOAB:**

DOAB is a community-driven discovery service that indexes and provides access to scholarly, peer-reviewed open access books and helps users to find trusted open access book publishers.

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

4.2.3

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

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

Response: A. Any 4 or more of the above

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

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.267	0.138	0.150	0.233	0.342

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

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 4.35

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 161

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

Response: 183

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

Response: 211

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 167

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

Response: 213

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

4.2.6

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

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

Response: B. Any 3 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The college makes sure that its students and faculty have access to the most up-to-date computers and software in order to fulfill the rising need for technically trained individuals in the modern competitive world. In the ICT lab at our college, there are 41 computers with internet access and Windows 10 operating systems. There are two printers in the ICT lab. At their individual workstations, PCs, laptops, and internet connections are available for teachers and office workers. Our college has Tally ERP 9

software accessible for keeping track of accounting. PowerPoint presentations are prepared and shared with students.

The college makes efficient use of the available scanners, printers, projectors, and CCTVs. The college offers Wi-Fi and 200 Mbps YOU broadband connections. Students can use the internet in the college ICT Centre to prepare lesson plans. The downloading of test question papers is done in the ICT Centre. The Chief Exam Officer receives an OTP for downloading the online question paper through text message from the Exam Control Section of SavitribaiPhule Pune University. The watermark on the question paper describes the date and time of download.

Effective communications with the students are made using e-mail, WhatsApp and the college website.

Teachers at our college used online teaching techniques in Covid-19 using a variety of digital platforms, including Zoom, Google Meet, Google Classroom, etc. Teachers utilize online videos to supplement their lessons. There is a digital library at the college.

The college website is updated on a regular basis.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.63

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

4.3.3

Internet bandwidth available in the institution

Response: 200

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 200

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.3.4

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

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

Response: C. Any 2 or 3 of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 11.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
4.328	2.227	6.775	10.604	5.272

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

4.4.2

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

Response:

Effective maintenance of the physical infrastructure is under the supervision and control of our parent organization, the Progressive Education Society.

Students are instructed about the amenities and infrastructure in the orientation program at the start of the academic year.

A suggestion box is provided for suggestions. Class rooms and method rooms are available for conducting lectures. The seminar hall is used for conducting seminars and other programs. A multipurpose hall is used for conducting various curricular and co-curricular activities as per the curriculum of the B.Ed. course. The college has a total of seven laboratories, i.e., the Curriculum Laboratory, Science Laboratory, Mathematics Laboratory, Language Laboratory, Psychology Laboratory, Social Science Laboratory, and ICT Laboratory.

Maintenance of computers (hardware and software), updating software related to administration, CCTV, fire extinguishers, and security services are available. Maintenance of computers, water coolers, and CCTV is done by the respective agencies on call. The college website is maintained and updated with the help of external professionals. The institution follows all safety and security norms as required for an educational institution and makes optimal use of all security mechanisms. The safety of girls is specially handled, and appropriate measures are taken to make the campus safe for students.

The students and faculty members make optimal use of the resources available in the library and information centre. As per requirement, damaged books are properly compiled. Binding is carried out on the books for further use. The library advisory committee proposes weeding out the out of syllabus books, torn books from the library. According to the decisions made by the College Development

Committee, books are being withdrawn.

The college has a canteen facility for students and staff.

The college has organized an e-waste collection, and plastic collection drive.

The college has two playgrounds for various activities. We have a well equipped sports room and gym.

There is a First Aid Box readily available. We offer a consultation facility, a hospital close by, and a physiotherapy facility available in case of a medical emergency.

AMC of Library Software, Xerox Machine, Structural Audit, Fire Audit, Gender Audit, Energy Audit, Academic and Administrative audit done by respective agency.

File Description	Document
Appropriate link(s) on the institutional website	View Document
Link for additional inflrmation	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: A. All of the above

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

5.1.2

Available student support facilities in the institution are:

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

9. **Canteen**
10. **Toilets for girls**

Response: A. Any 8 or more of the above

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: A. Any 5 or more of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 6.52

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	5	4	1	4

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

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 3.06

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 3

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

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

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

5.2.3

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

Response: 4.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	6	0	2

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

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

Students from the B. Ed. College of the Progressive Education Society take part in the college's decision-making bodies. A student council is a representative structure through which students are involved in the affairs of the college. They collaborate with the administration, faculty, and students of the college to improve it. Student Council is an organization made up of chosen volunteers who work with an adult adviser. This offers support in college matters and events, an opportunity for students to practice leadership, and encouragement for students. The candidates for the student council are chosen based on both their academic and extracurricular achievements. The student council at the college is quite active.

A student council under the name ‘P.E.S. Modern Student Council’ has been established at the college. It has set its own objectives, which are given below:

- To work for the betterment of college as well as society.
- To enhance communication between students, management and parents.
- To promote an environment conducive to educational and personal development.
- To promote friendship and respect among pupils.
- To solve student’s issues.
- To represent the views of the students on matters of general concern before the authorities.
- To promote an awareness of human relations.

These objectives are realistically approached through increasing avenues of cooperation among the administration, faculty, and students.

Responsibilities of the Student Council:

1. To officially represent all the students in the college.

2. To identify and help solve problems encountered by students at the college.

3. To communicate its opinion to the college administration on any subject that concerns students and on which the council wishes to be consulted.

4. To promote and encourage the involvement of students in organizing college activities.

5. To organize educational and recreational activities for students.

6. To maintain good relations, out of mutual respect, with the college and students.

Composition of Students Council

1) Chairman-Principal

2) Secretary- One lecturer, nominated by the Principal

3) Member- One student from each class, who has shown academic merit at the

Examination held in the preceding year and who is engaged in full-time

Studies in the college, nominated by the Principal

4) Member -One student from each of the following activities, who has shown

Outstanding performance, nominated by the Principal, namely:

(1) Sports

(2) Social Activities

(4) Cultural Activities

Role of the Student Council:

- **University Representative:**

University representative coordinates with the college regarding any university related problems or issue.

- **College Representative:**

University representative coordinates with the college regarding any college related problems or issue.

- **Cultural Representative:**

Cultural representative organizes cultural program with the help of mentor.

- **Sport Representative:**

Sport representative organizes sports with the help of teacher.

- **Social Activity Representative**

Social activities representative organizes Social activity with the help of teacher.

Major activities of the Student Council:

- Maintain discipline ,in the institution for proper academic atmosphere
- Help in organizing various activities related curriculum.
- Active participation in various college committees:

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

5.3.2

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

Response: 14.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	12	13	17	12

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

5.4 Alumni Engagement

5.4.1

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

Response:

Name of Alumni Association – Progressive B.Ed. Alumni Association – (Registered)

The B.Ed. College of the Progressive Education Society has strong ties to its former students in the form

of alumni. It strives to engage our alumni in institutional activities and encourage them to support the college's expansion and advancement. The alumni contribute significantly to the growth of word-of-mouth advertising and the promotion of the college's reputation. The alumni are frequently called to follow up on regular students' progress. In order to assist, support, and collaborate with alumni, the associations foster positive informal relationships. The suggestions of the past students given during the alumni meet are always welcomed for further improvement in academics. Many of our alumni have been contributing to the college development process through non financial support. By giving different requirements as per the needs of the college, they always help us. Our alumni are always ready to help in any situation. Our students have contributed in all school sectors to the overall development of students. They have made good progress in different sectors. Some of our alumni are employed in both the private and public sectors.

Alumni association contributions through various means:

- **Placements and career guidance**: Alumni are working in various schools with different responsibilities. They are invited for career guidance and guest sessions for current students. During the sessions they provide guidance to students about recent trends in school teaching, Work culture etc. B.Ed. Alumni Association is always contributing towards placement of students based on the opportunities they have. Alumni actively contribute to student development activities.
- **Feedback for development**: During Alumni meet the institute collects feedback from alumni as per their suggestion college implements it.
- **Internship**: As per the syllabus of Savitribai Phule Pune University, internship is a vital part of B.Ed. program. Alumni help the B.Ed. students for internship.
- **Alumni Meet**: We at Progressive B.Ed. Alumni organize an alumni meet in the month of December/January every year. This is the best platform for sharing knowledge and networking for students, Alumni and Progressive Education Society’s B.Ed. College staff too. These inputs are helpful to academicians for molding aspiring Students.

- **Financial contribution:** Each alumnus contributes individually to the institute in financial terms. Progressive Education Society’s B.Ed. College believes that Alumni are the brand-ambassadors of the B.Ed. College. Alumni understand how a strong and a positive relationship with their Alumni can benefit socially, academically and professionally.

Academics and the opportunities presented by recent advances, and the viewpoint presented by generation-Z are the current focus of issues in the field of teacher education. As we are further moving ahead with a multidisciplinary approach to teacher education, alumni suggestions for visualizing the ITEP (Integrated Teacher Education Program) track are welcomed to succeed and secure a position in the global scenario.

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document

5.4.2

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

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

Response: A. Any 6 or more of the above

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

5.4.3

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

Response: 12

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	2	2	2

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

5.4.4

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

Response:

The B. Ed. College of the Progressive Education Society has an alumni association. It was set up on 09th December 2020. The institution takes great satisfaction in having a vibrant alumni community because it improves the connections between the teachers, staff, and students. It establishes an inseparable bond between human relationships. The college hosts alumni gatherings twice a year.

The association has effectively assisted the college in its growth and development process by offering encouraging feedback. It helps close the growing distance between previous students and the college by keeping them informed about its current expansion, progress, and issues. The face and major contributors to the college are the alumni. The organization appreciates the contributions made by all graduates and views them as a source of inspiration. The Alumni Association plays an active role in motivating current students as well as nurturing and encouraging special talent by involving them in college activities as follows:

College activities:

- Providing lifelong learning through lectures, discussion sessions, and on campus conferences conducted by eminent alumni and current faculty.
- Alumni provide guidance in solving issues regarding practice teaching.
- Supporting current students through different mentoring opportunities either being a part of on campus lectures or through online commitment, provide internships Recruit fresh graduates
- Act as judges in cultural and sports competitions.
- Provide guidance for TET, NET, SET, and M.Ed. CET.
- It furnishes information about job opportunities in schools.
- It helps the college in updating about the placements of pass out students.
- It has given many healthy suggestions for the augmentation of the college.
- Helps with publicity.
- In the admission process also our alumni recommend their friends to take admission in P.E.S. B.Ed. College.

Academic contribution

- The Alumni Association of the college helps the college in the In-house curriculum development. Alumni members attend the In-house curriculum development annual meeting of the college.

- Alumni suggest some suggestions during the annual planning of the college. Thus our past students help in bringing necessary improvements in the curriculum.
- In support of curriculum delivery our alumni take some lectures for college students. We organize some lectures related to our syllabus.

Financial contribution

- Alumni registration fee is collected from the students while they register in Alumni, and that registration fee is used for the college's development.
- Students of the college alumni have given various useful things to the college voluntarily, like a collar mike, Clock, examination material cupboard, first aid box, and suggestion box.

Linkages

Alumni create links with service and professional organizations in the field of education. Our best students with the required qualifications are given the opportunity to teach in the P.E.S. Modern cooperating institutions, and with good performance, they are recruited for faculty positions in this college.

File Description	Document
Documentary evidence in support of the claim	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Progressive Education Society's B.Ed. College is established in June 2006. The Institute is approved by National Council of Teacher Education (NCTE), Government of Maharashtra and permanently affiliated to Savitribai Phule Pune University (SPPU) and recognized by University Grants Commission (UGC) under 2(f) and 12(B).

Vision: Endeavour towards excellence in Teacher Education

Mission: To create dynamic and proficient women teachers.

Reflections on Vision and Mission

- Outcome-oriented and Knowledge-driven teaching, learning activities
- Entrepreneurial skill development, Employability prospects with focus on placement activities
- Innovative women empowerment Programs for teacher educators and would be teachers
- Our students are supported by college, self motivated, vibrant and energetic in participative and interactive activities.

Nature of Governance:

Progressive Education Society is a reputed educational society in Maharashtra established by Late Shankarraoji Kanitkar, along with his selfless, dedicated team of teachers known for the highest moral and ethical values, on the auspicious day of Akshay Tritiya 16th May, 1934 in Pune. It is based on the Motto"Dnyanmayo Bhav ". It comprises Business Council (BC), Board of Life Members (BOLM) and Board of Life Workers (BOLW). The members elected are noble and dedicated 'Teachers' serving in different Schools Colleges run by the P.E.S. and Professionals from industry, trade, medicine, law and social workers. The Chairman of Business Council Prof. Dr. Gajanan Ekbote is the well-known educationist and renowned surgeon working as Professor of Surgery in B. J. Medical College Pune and a recipient of various prestigious awards for his contribution in Education and Social Field.

Nature of Governance at B.Ed. College:

For effective governance, the College Development Committee (CDC) was established to monitor proper functioning within the set framework. The Principal of the college is appointed by the PES as the academic and administrative head of B.Ed. College. To strengthen the administration's functionality, a visitor is appointed who guides and monitors the functioning of the college. The IQAC Cell was

established in **October 2018**. We facilitate quality education as per the needs of academia; certain suggestions and strategic plans for excellence in quality education are laid down by IQAC, which are discussed in CDC.

Participation of the teachers and students in the decision -making process of various activities

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration.

Management members, faculty representatives, and non-teaching representatives are appointed as members of the College Development Committee (**CDC).** Along with the staff, students, and alumni, they are appointed as members of the Internal Quality Assurance Cell (**IQAC).**

Perspective Plan

The perspective plan Includes accreditation & autonomy to extend collaborations with schools for student's internships, placements, and entrepreneurship.

Institution's distinctive characteristics:

- Holistic approach in education by women empowerment
- Well qualified, dedicated staff for innovative academic programs.
- Strong bonding is developed between mentor and mentee
- Large number of women students are from economically and socially unprivileged group

Our institute follows a democratic and participatory mode of governance, with all stakeholders actively participating in its administration.

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

6.1.2

Institution practices decentralization and participative management

Response:

Decentralization is done in such a way to involve everyone and make everyone feel responsible and important. For effective governance, Progressive Education Society has appointed a College Development Committee (CDC). It is constituted as per Maharashtra Public University Act CDC ensures that the institute is operating within the defined framework of PES. Plans for improvement are given by IQAC further discussed in CDC. The CDC reviews and refers further to BOLM who approves and recommends to the Business Council. A resolution is prepared granting final permission for implementation. Direct approval from the CDC is obtained in cases of urgent approval. Academic and administrative audits are conducted by the management. Internal and statutory audits are also conducted under the supervision of management. The internal audit report and the statutory report and compliances are prepared and submitted to the PES. The CDC delegates all the academic and operational decisions based on policy to the Visitor, Principal of the Institute, who takes decisions at the respective levels that formulate the working procedure and entrusts the implementation to the faculty members.

IQAC initiates the process of organizing seminars, webinars, workshops, symposiums in the area of teacher education for quality and delegates responsibilities to the concerned faculty for further designing and implementing them. Members of the IQAC suggest and pave way for achieving benchmarks to be facilitated by the governance and the faculty. It discusses staff's constructive suggestions for desirable changes in the following academic sessions. Co-coordinator of IQAC, with the support of faculty compiles the Annual Quality Assurance Report every year for easy and quick compilation of necessary documents.

Participative Management

From the above structure, it is very clear that the administration of the college is decentralized, participatory, and a network of all the teaching and non-teaching staff members.

Principal: Maintains co-ordination between academic and administrative staff to collaborate and accomplish the vision and mission of the institution and promotes collaborative approach. Staff meetings are organized to discuss curricular and co-curricular activities to take decisions collectively, for communicating and accelerating the process of progress.

Students and mentor professors participate in different activities. With the help of mentoring, parenting, guidance and counseling, students are trained by providing excellent education. The college has different committees to organize various programs in the college. Different groups of students are prepared and one mentor lecturer is allotted for those groups. Students are rotated in different groups.

The teachers are fully involved in deciding academic activities and examinations to be conducted by the college. Senior members of staff are considered vital members of decision making body. The teachers and students coordinate with each other, share their opinion meet and discuss for the events and the various activities to be conducted by the institute. The principal along with Visitor are involved in administrative activities of the institution.

Office staffs are involved in executing day to day support services for both students and faculties. An Action Plan is prepared and distribution of work is done.

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

6.1.3

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

Response:

- The budget is prepared to meet day-to-day operational and administrative expenses, maintenance of the equipment and infrastructure where AMCs are taken. After completion of nine months a revised budget is prepared for the subsequent three months.
- Internal and statutory audits are also conducted under the monitoring of the Management. The internal and statutory auditors are appointed by Progressive Education Society (PES). Auditor verifies the information, checks the financials to make sure they are correctly stated. All receipts, bills, purchase orders and record books along with financial data in tally are made available to the chartered accountant for proper auditing.
- The internal audit report, statutory report and compliances are prepared and submitted to the PES. Audits are periodically conducted to ensure complete transparency.
- Payments are made through cheque. Scholarships and other benefits available to the students are directly credited into their bank accounts.
- A College Development Committee meeting is conducted for the review and approval of the budget. The budget provisions are made for different heads such as library expenses, salary, building infrastructure and other maintenance expenses.

Academic Affairs:

- Academic and administrative audit is conducted by the Management.
- The college offers B.Ed. course. Admission is done on the basis of entrance examinations conducted by the state government following the guidelines issued by the government from time to time.
- While giving Bonafide and Transfer Certificates. Application is taken and then certificates are given. College has installed new software named the College Management System.
- On the basis of the academic calendar, the activities are planned and allocated to the functional committees.
- Academic transparency is maintained by communicating student’s performance. Signature is taken on mark lists. All remarks of observations are shown to students.
- The internal assessment comprising various components ensures that students monitor their performance, progress and fairness in the evaluation. There is provision of remedial classes and grievance redressal system.

Administrative Affairs:

- In the administrative set up transparency is maintained**.** Every employee from top to bottom is part of the college administration.
- Teaching as well as non-teaching staff is given tasks in addition to their normal duties at the beginning of the session. Deep interest is taken by the employees to complete the assigned tasks.
- Recruitment and staff promotions are also undertaken with almost total transparency.
- 26 different cells are formed in the college to look after different types of activities. Representatives of the management, Principal, faculty, staff, students, eminent personalities, and alumni are part of the committees.

Other functions

- Performance Appraisal Report is submitted to NCTE, Staff Appraisal report to SPPU, All India Survey for Higher Education (AISHE) to Ministry of Human Resource Development (MHRD) and Management Information System (MIS) to SPPU. Thus transparency is maintained.
- All the current events, like admission, examinations, circulars, seminars, time tables, workshops, training programs, and campus drive information, are posted on the college website as well as at the college notice board.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Strategy development in higher educational institutions ensures quality and the improvement of efficiency in functioning. For an organization, strategic planning is essential to accomplishing the vision and mission. Strategic planning is a continuous process with a specific focus on accomplishing institutional goals. PES B.Ed.college has a formally stated quality policy framed by the Internal Quality Assurance Committee (IQAC). IQAC works towards realizing the goals of quality enhancement and sustainability.

The quality policy of College strives to impart quality education and skills through innovative learning methodologies for holistic development of would-be teachers and to make them committed professionals. College strives hard to fulfill its vision, mission, and quality policy by emphasizing the attitude of

excellence in whatever actions are taken. The development of the institute is a constant, ongoing process. This is made possible with the help of perspective/strategic plans that give direction and chalk out the necessary actions for acquiring progress. In line with the vision statement and the quality policy, the institute has developed a perspective plan for its progress and development.

The salient features of the Perspective/Strategic plan are -

1) Enhance relationship between schools and colleges through tie-ups for internships.

2) Continuous upgrading of teaching and learning skills by developing innovative teaching methodologies, pedagogical knowledge and communication skills in student teachers.

3) Continuously upgrading students' knowledge

4) Encouraging students about the day to day problems in teaching, learning and developing capacity to solve them through research.

5) Strengthening alumni network.

A prospective plan is drafted and placed before the College Development Committee. IQAC monitors the implementation of all the activities to ensure the smooth and systematic functioning of the institute. Committees are formed for various academic and administrative activities. The plan for various activities is prepared by the respective committees.

College prepares a strategic plan taking into consideration the vision, mission, and objectives of the teacher education institute.

1) Academic administration

2) Teaching and learning process- Internship & lesson planning

3) Staff resources

4) Research

5) Skill development

6) Safety and Security of women

7) Student support activities-Students welfare programs

8) Placement activity

9) Alumni association-strong bonding with alumni

Here is an illustration of the activities successfully implemented as per strategic plan.

1) **Cultural Fest:** To support diversity among students. For portraying multicultural groups: multi-lingual, traditional Food and dress groups of students were prepared in those groups, competitions were taken as a part of cultural fest

2) **Teaching Competency -** In peer groups, micro teaching techniques are focused. This competency is small step towards bright future. With the drilling of micro skills, and confidence of new comer student is boosted. This competency is preparation of classroom teaching. Strategically six skills are practiced in peer group. Every student is taught by Teach and Reteach of micro teaching skills. All the skills together integration lesson is practiced. After taking four integration lessons, Simulation lesson is practiced in peer group. Thus students are supported and motivated for class room teaching.

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

6.2.2

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

Response:

- **Policies**

A policy manual has been framed, giving guidelines related to recruitment and the Grievance Redressal Mechanism.

- Student Grievance
- Women Grievance
- Employee Grievance

The grievance redressal committee first hears the complaint. If it is not resolved, the Principal is notified of the complaint. When a complaint is unresolved, the principal seeks advice and direction from the CDC. For the efficient running and operation of the Institute, the roles and duties of several academic and administrative committees are clearly outlined.

- **Administrative set up**

P.E.S. is our parent body; it comprises BC members, Board of Life Members, and Board of Life workers. The Business Council of the Society constitutes the CDC for the Institute to ensure its smooth

functioning. The Principal of the institute is the administrative and academic head of the organization. To strengthen the administrative functionality, a visitor is appointed who monitors the functioning of the institute. The faculty members undertake academic and administrative responsibilities as members in-charge of various committees constituted by the institute. The Senior Clerk of Office Administration looks after the administrative activities and also takes care of purchases.

- **Admissions**:

Admission committee is formed The Principal and administrative staff oversee the admission process, adhering to the CET norms, and university guidelines after the centralized process.

- **Appointments & service rules :**

All appointments are made through the selection committee constituted by SPPU. In accordance with Maharashtra State reservation policy, a list of vacant posts is prepared. Roster verification is done by SPPU, and a social welfare roster is prepared. After approval of the list, advertisements in newspapers are published inviting applications along with testimonials. A list of suitable candidates is prepared after scrutinization, and they are called for an interview by the selection committee. After the interview, the selected candidates are given an appointment letter.

- **Procedures**

Accounts Section: This section looks after the financial aspects of the institution. The Students Section of the office takes care of the admission formalities, maintains records of communication with the regulatory bodies, the affiliating university, and the NCTE. It carries out the other functions like stock verification, maintenance of the campus and infrastructure.

The Institute's governance set up: It comprises various bodies, such as the Business Council (BC), which is the highest decision making body comprising Board of Life members and Board of Life workers. Board of Life Members (BOLM): BOLM is the basic administrative body that has the authority to confirm teachers, looks after the routine, day to day activities, and works as the intermediary between BC and CDC.

College Development Committee (CDC): It is constituted as per the Maharashtra Public Universities Act 2016. CDC monitors the overall development of the institute with regards to academic, administrative, and infrastructural growth, to foster excellence in curricular, and extracurricular activities.

Internal Quality Assurance Committee (IQAC): The Internal Quality Assurance Committee (IQAC) consists of the Chairman, Coordinator, Members of Management, Teaching, non-teaching Staff Members, Nominees from Local Society, Employers' Representatives, and Alumni Representatives.

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

6.2.3

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

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

Response: B. Any 5 of the above

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

6.2.4

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

Response:

The List of Committees and Committees in the Institute

1. IQAC Committee
2. College Development Committee (CDC)
3. Academic Planning and Time Table Committee
4. Admission Committee

5. Micro teaching Committee
6. Practice lesson Committee
7. Internship Committee
8. Clean environment Committee
9. Grievance Redressal Committee
10. Anti-Ragging Committee
11. Internal Grievance Committee(POSH)
12. Placement Committee
13. Students Council Committee
14. Seminar Committee
15. Research Committee
16. Alumni Association
17. Library Committee
18. Examination Committee
19. Social Activity Committee
20. Faculty Development Committee
21. Disciplinary Committee
22. Sports Committee
23. Cultural Committee
24. Student welfare Committee
25. Magazine committee
26. ICT Committee
27. Mentor- Mentee Committee

The committees are formed as per the activities outlined in the academic calendar. The committees are responsible for the effective planning and implementation of all the activities under the guidance and advice of the visitor, Principal and IQAC Coordinator of the Institute. The activities are planned, and the budget for every major activity is presented to the CDC for approval and guidance. The CDC reviews the same and sends it to the BOLM. BOLM approves the same and recommends it to the Business Council, then the resolution is prepared and final permission is granted for implementation of the activity.

Efforts are always made to implement and execute all plans and decisions effectively, keeping in mind the welfare of the students and the overall development of the institution. The meetings are conducted on a regular basis among different committees/ committees/ bodies, like the placement committee, admission committee, guidance and counseling committee, etc. with the Head of the Institution. Different problems are discussed, and suggestions are also taken up for the improvement and effective functioning of the institution.

CASE STUDY – Examination Committee

The institution has an Examination Committee to conduct examinations and prepare results.

The committee has a few members of the staff, led by the College Exam Officer (CEO). This committee regulates everything concerning the examination process.

Process followed by Examination Committee:

The main function of the examination committee is to evaluate internal work, conduct prelim exams and final university exams. The committee holds a meeting in the presence of the Principal to set the schedule of exams. The timetable is displayed at least 15 days prior to the examinations.

The Examination Committee conducts several meetings for the smooth conduct of examinations, the assignment of examination duties to teaching and non-teaching staff, the marking of answer books, and the declaration of results. The Committee meets again a week later at the end of exams and the declaration of results for conducting re-examinations for those students who have not cleared the condition of 50% aggregate in examinations. A detention policy is also framed by the committee for re-examination.

Performance is also communicated to the students as per the guidelines of the university. The duties for the practicals and seminars are also assigned by the committee, which ensures a smooth and fair conduct of the examination.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Wellbeing of the staff is important for the effective functioning of the institution. P.E.Society’s B.Ed. College has effective welfare measures for B.Ed staff, in order to attract, motivate, and retain them.

Both teaching and non-teaching staff of P.E.S. B.Ed. College, enjoy the following welfare measures

1. **Increments and Confirmation**: Institute has a policy which includes confirmation of employees after completion of probation. Yearly increments provided to all teaching and non-teaching staff.

2. **Special increments**: Career Advancement Scheme Faculty members are rewarded with Increments after completion of Ph.D. under the career advancement scheme

3. **Leaves**: Institute provides CL, ML and EL to all staff and Maternity Leave facility to women employees and also Sabbatical Leaves are given.

4. **Extended Maternity Leave:** Extended Maternity leave is provided if required.

5. **Special Early Leave:** Institute provides early leave facility 1 to 2 hours in urgency to the faculty members in special cases like nursing Mother and medical emergency.

6. **Gratuity provision:** It is done for permanent staff.

7. **Ex Gratia:** for class IV employees.

8. **Flexible Timing**: Institute provides flexible office timing to the teaching staff subject to complete their stipulated working hours and do adjustment in their assigned responsibilities on their own.

9. **Promotions**: The institute has a promotion policy, under which Assistant Professor after completion of Ph.D. promoted to the Associate Professor and to Professor Grade as per UGC norms.

10. **Best Teacher Award:** Award ceremony is conducted on foundation day i.e. Shankarrao Kanitkar's birth anniversary 25th January.

11. **Individual development support**: Necessary facilities are provided to staff to upgrade qualifications and encourage attending faculty development programs, seminars, workshops and conferences.

12. **Fee Concession facility**: Fee concessions provided for faculty and staff wards who take their education in Progressive Education Society managed institutions.

13. **Group Insurance Policy**: The institute made available the group linked medical health insurance facilities to non-teaching staff and support staff.

14. **Desktop and laptop facilities:** To promote the use of ICT in the teaching and learning process, the institute has provided laptops with Wi-Fi facilities to the entire faculty.

15. **Uniform**: Institute provides uniform to the non-teaching staff members.

16. **Medical Check-Up:** The Institute has MOU with Ekbote Hospital for taking the benefit of medical facilities. Annual health check up is done. We have MOU (Memorandum of Understanding) with Physiotherapy College. In case of an orthopedic emergency we get treatment of physiotherapy.

15. **Yoga Meditation Workshops**: They are carried out every year for the faculty members and staff games and sports are carried out for Faculty and Administrative staff

17. **Birthdays celebrations:** Institute celebrates Birthdays of all teaching and non-teaching staff on campus to inculcate belongingness.

18. **Recreational Facilities**: Institute provides recreational facilities by organizing picnics of teaching and non-teaching staff members, Classical & light music programs are arranged in the auditorium annually.

19. **Canteen facility**: Canteen facility available in the campus.

20. **Contributory E.P.F**. facility is provided to teaching & non teaching staff.

21. **Sports competitions** are arranged for teaching & non teaching staff by PES.

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

6.3.2

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

Response: 8.93

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

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

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

6.3.3

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

Response: 631

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

2021-22	2020-21	2019-20	2018-19	2017-18
120	10	257	130	114

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

6.3.4

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

Response: 58.93

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	2	10	7	3

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

6.3.5

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

Response:

P.E.S. B.Ed. College has a well designed Performance Appraisal System for both teaching and non-teaching staff, as it is an integral part of human resource management. Performance Appraisal is important to ensure that both teaching and non-teaching staff perform their duties efficiently and effectively.

Performance appraisal has three basic functions

- To provide adequate feedback to each person on his or her performance
- To serve as a basis for modifying or changing behavior towards more effective working habits
- To provide data to the head of the institute with which he/she may assign future tasks

The Institute has a well designed Performance Appraisal System for both teaching and non-teaching staff.

Self-Assessment Report Performance of the Teaching Staff is measured under the following categories:

1. Teaching, Learning and Evaluation Related Activities

2. Co-Curricular, Extension, Professional Development Related Activities

3. Research, Publications and Academic Contributions

4. All the faculty members complete the self-appraisal procedure every year based on mentioned parameters and in addition the faculty specific responsibilities and their contribution towards University assignments etc are mentioned.

5. Students Feedback: Students' feedback at the end of every year is collected related to academics and teaching. The Principal of B.Ed., in consultation with the visitor and IQAC coordinator collects the feedback, analyzes and discusses

The CDC plays an active role in the performance appraisal exercise at the institute.

The appraisal form is filled by faculty members. A confidential report is prepared by the Principal.

Performance Appraisal System for Non-Teaching Staff:

- All non teaching staff is assessed through self appraisal report.
- The staff members are assessed on the basis of character and performance, capacity to do hard work.
- Discipline, reliability, dependability and technical abilities.

Non-teaching staff Performance assessed by the principal and Visitor of the Institution .The review of performance appraisal reports leads to following outcomes.

1. Confirmation of faculty after the expiry of probation period.

2. Reappointment of faculties in case of ad-hoc appointments.

3. Regular Annual Increments are given to faculty or special increments for Ph.D holders.

4. Promotions to higher positions such as assistant professor to associate professor or professor (subject to availability).

5. Assigning additional responsibility and modification of workload based on the performance.

6. Appreciation and recognition by the management through the Best Teachers' Award and Best Employee Award given by the Progressive Education Society.

Feedback Forms: To ensure quality performance by the staff, the institution has initiated a system for taking feedback from students. For this, the students are asked to give feedback about teaching. Their feedback is evaluated and necessary measures are recommended.

The appraisal system sets out the framework for a clear and consistent assessment of the overall performance of teaching and non teaching staff and supports their development within the context of the institution's plans. The broad purpose of appraisal is to help them with their professional growth.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

At P.E.S. B.Ed. College, regular internal and statutory audits are conducted every year as per accounting practices and regulations. The Internal Audit is conducted at the end of every financial year by qualified internal auditors. Our Internal auditor CA - Dilip Satbhai and statutory auditor CA - Shrish Inamdar appointed by the Progressive Education Society.

Institute Internal Audit

The nature of the transactions verified by the internal auditor is: The Annual Budget of B.Ed., and the budget of every activity is prepared, and approval is taken from the IQAC and CDC. Purchases are made for the year as per the approved budget from approved vendors, or, at least three quotations are invited, compared considering price, quality, and service, and preference is given to appropriate vendors. Before giving a purchase order, approval is sought from IQAC, CDC, and the Business Council of PES. Only digital payments or cheque transactions are encouraged for the purchases. Head clerk, with the help of Tally. The Institute also maintains monthly receipts and payment statements and keeps periodic checks between actual expenses and budgeted expenses, in order to maintain expenses within a limit. The internal auditor verifies every piece of information, checks the financial statements to make sure they are fairly stated.

Institute statutory Audit

Statutory Audit is conducted at the end of every financial year. An External Auditor appointed by the PES conducts an audit, verifies, and certifies the entire income and expenditure statement as well as the Balance sheet of the Institute. The Audited \Statements and Accounts are submitted to the Parent Body, i.e. PES and are consolidated and submitted to Government Authorities. Audited statements are also submitted to the Shikshan Shulka Sameetee (SSS) of Government of Maharashtra. The Institute prepares various returns based on annual accounts to various government offices. To date, there have been no major objections. Minor errors or omissions, when pointed out by the audit team, are immediately corrected / rectified, and precautionary steps are taken to avoid the recurrence of such errors in the future.

Internal Audit and Financial Audit are discussed in CDC and compliance reports are prepared and submitted to PES. Internal and statutory audits are entirely conducted under the monitoring of the B.Ed. College.

We have an audit committee which has responsibilities like:

- Review and approve audit strategies.
- Supervise the audit function directly to ensure that internal and statutory auditors are independent
- Establish schedules and agendas for contact with internal and statutory auditors.
- Work with internal and external auditors to ensure that the institution has a comprehensive audit
- Retain auditors who are fully qualified to audit the kinds of activities in which the bank is engaged.
- Monitor, track and provide discipline to ensure effective and timely response by the College

The institution has computerized its financial management system, and all the accounts are managed by the tally software. Any query or explanation asked by the CA is explained. There are no objections reflected as such in the report yet.

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

6.4.2

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

Response: 0.48

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0.36264	1.01034	1.04793

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

6.4.3

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

Response:

PES's B.Ed. is a self-financing private higher educational institute. The major means of resource mobilization is through fees received from students. Budgeting and auditing procedures are regular and standardized. The sources of income of the institution are legitimate and transparent. Financial planning is done to ensure judiciousness. PES B.Ed. College follows financial regulations based on the approved procedures of financial management. In the financial sphere it honors all legal limits and maintains transparency in transactions. Money is a Limited resource; the optimum utilization of resources allows an organization to move forward. It is not important how much Fund is available but how the fund is used effectively and efficiently so that optimum utilization of the available resources can be done in a sound way and better services to the student fraternity and society as a whole can be delivered. The mobility of the fund is therefore essential for organizational growth. The fees collected from the admitted students against tuition fees are the major source of revenue. The fees of the B.Ed. College is decided by the Shikshan Shulka Samiti(SSS) . The amount of scholarships & free-ships (reserved category and Economic Backward Class) are received from the Government. Funds received from SPPU under different schemes as Quality improvement programs (QIP) for organizing state level seminars, Faculty Development program (FDP). Alumni contribute some funds. The details are reflected in the annual budget of the college.

The financial resources are effectively and efficiently used by the institution. The budget is prepared for optimum utilization of resources, and the major areas of allocation are :

1) Salary and amenities to teaching and non teaching staff

2) Infrastructure Augmentation

3) Academic support facilities

4) Electricity and generator expenses

5) Insurance and Annual Maintenance Charges

6) Gratuity

7) Green initiative expenses

8) Cultural festival and Annual Gathering expenses

9) Field visits

Mobilization of Funds: Institute utilizes mobilized funds optimally as follows.

- The funds are used for Salary provisions for Teaching and Non Teaching Staff.
- Utilization of funds for various needs of infrastructure Maintenance and up gradation of classroom
- For AMC and maintenance expenses.
- To enable continuous supply of utilities like water and electricity
- Fees demanded affiliating University SPPU against affiliation continuation.
- For purchase and update of license software such as College Management Software, Tally ERP Software..
- To keep the library well stocked subscription of e-resources, procurement of journals and related material. Purchase of subscriptions such as N-List, payment of memberships of associations with Jaykar Library SPPU, MCASC.
- Provision for various students participation in curricular, co-curricular, extra-curricular and extension activities for student development Organizing various annual events such as Cultural Fest, Cultural week, Annual Gathering, Social events, sports day, Educational Trip, Field visits etc.
- The Institute also makes adequate provision for staff development and recreation activities.
- Repair and Maintenance: a considerable amount of funds is utilized on repair and maintenance of on-going wear and tear in the building.
- Donations for calamities and welfare funds

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance committee (IQAC) was established on 11th October 2018 Prior to that, quality initiatives were taken care of by the Academic Planning and Monitoring Committee in consultation with the CDC.

Process Adopted by the IQAC of College: IQAC functions actively to improve the quality of education, teaching and the learning process. To ensure clarity and focus in college functioning towards quality enhancement through different strategies.

The quality strategies and processes used are:

- To improve continuously in the admission process, student diversity, teacher's quality, teaching learning process based education is initiated by IQAC.
- Extension activities including FDP are enhanced IQAC works constantly to establish newer collaborations and linkages with different organizations. Updating Infrastructural facilities including physical facilities, ICT facilities, library facility with ICT integration
- To strengthen student support system , we encourage student council activities including sports and cultural continuously practice decentralized and participative governance with faculty performance evaluation through self-appraisal forms and confidential reports
- To express strong concern for environmental activities including rain water harvesting, plastic ban, waste management, paper and Energy saving etc…

The IQAC has taken initiatives to enhance quality development of students, faculties, and non-teaching staff of the Institute. The IQAC of the Institute is involved in framing the quality policies for Teaching-learning, research, finance, curriculum implementation, student activities & progression, infrastructure & learning resources, innovation, institution values and best practices. The process requires a self-regulated assessment of teaching-learning processes and a systematic management of documents.

In addition to the above IQAC initiates Coordination of seminars, workshops, FDPs, expert sessions by expert teacher educators. IQAC monitors & evaluates the teaching and learning processes, feedback from the stakeholders - students, staff and alumni. IQAC gives suggestions for improvement which are reported to the College Development Committee. Following are some of the initiatives implemented successfully by IQAC since 2018.

Case 1: All-round development of would be teachers -

- Job fair
- Trade fair
- SWOT analysis
- Content test at entry level
- Personal Guidance & Counseling
- Personal Grooming

- Life Skills
- Sessions on Resume Writing & interview techniques
- Soft skill training for enhancement of employability
- Plastic Collection drive
- Tree Plantation
- Segregation of waste
- Recycling the waste

Case 2: Certificate Courses

In P.E.Society's B.Ed College, the IQAC committee has suggested certification courses in order to enhance the Co - Curricular activities for the students. P. E. Society's B.Ed. College took the initiative to undertake certification courses in the following.

- Music for peace of mind
- Yoga & Meditation
- Stress Management skills
- Mobile Learning with Multimedia

Case 3: Women's Self defense:

Women are the foundation of our society. P.E.Society's B.Ed College is a women's college, so we take care of women's safety. Regarding this aspect, we arrange different activities.

- Self defense training
- Guidance by lady police officers & advocates
- College facilitates lady bouncer for safety purpose
- Safe driving training
- College has CCTV cameras for students safety

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

6.5.2

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

Response:

The institution reviews its Teaching Learning Process, structure & methodologies of operation at periodic intervals through IQAC. For improving academic activities and usage of new technology in the teaching and learning process.

For the all round development of the students, various initiatives are taken on the advice of IQAC.

Our institute follows five steps of teaching learning-Engage, Explore, Explain, Elaborate and Evaluate. IQAC takes review of teaching learning process on regular interval of--

1. Academic Calendar-Annual Plan

2. Time Table

3. Session Plan

4. Extra Lectures

5. Assignments

6. Library & Lab Session

7. Remedial Classes

8. Career Guidance

9. Concurrent Evaluation

10. Academic Feedback

11. Academic Administrative Audit

12. Organizing Seminars, workshops under Quality Improvement Programs

13. Conducting Field visits and Lectures of Education experts regularly

14. Organizing Soft skills lecture series

15. Organizing Women empowerment programs

Here are two examples of implementation of teaching learning reforms facilitated by IQAC

1. Academic activities and monitoring system

P.E.Society’s B.Ed. College conducts various academic activities, and routine monitoring is done. The activities carried out are as follows:

- **Preparation of course planner** at the beginning of every session monitoring of the number of lectures conducted by faculty members on a monthly basis. The defaulter students are identified

and SMS /notification sent to students and which results in enhancing attendance.

- **100% efforts are taken for completion of syllabus** and the extra lectures are scheduled if required.
- **Course wise result analysis** is done remedial sessions are planned; if required

Institute adopted a Concurrent Evaluation system, through which students are

Evaluated through various types of activities.

- **Flexibility is provided to the faculty** to choose an assessment pattern for internal assessment.
- **ICT based teaching aids** and are encouraged to make use of ICT in the teaching and learning process.
- **The institute has a mentor mentee system** wherein student counseling and mentoring are done each year, for all students.

2. Feedback in different areas:

- Feedback from students, teachers and alumni on curriculum aspects is taken on a continuous basis, it is analyzed and appropriate steps are taken for improvement.
- Feedback of teachers is taken from students and accordingly suggestions are given.
- Feedbacks are collected after conduct of different activities. These feedbacks are collected and consolidated at the institutional level. The corrective actions are taken through IQAC.
- Self Appraisal Forms are collected from faculty. Besides this IQAC has reviewed and implemented its teaching-learning process.

On the basis of the feedback received from students during the last five years, it was identified that there was a need for introducing the use of new technology for the teaching and learning process.

- Taking this into account, the IQAC has taken efforts to improve the facilities:
- Internet and WI-FI facility is provided.
- LCD projectors are installed in classrooms and laboratories.
- N-List Membership Projects were assigned to students to develop ICT based teaching-learning materials.
- Online feedback system is introduced for feedback from 2021-22 on curriculums, teaching learning processes.

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

6.5.3

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

Response: 30.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	22	26	56	21

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

6.5.4

Institution engages in several quality initiatives such as

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

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document

6.5.5

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

Response:

Academic Domain:

The IQAC at P.E.S. B.Ed. College is committed to a learner's centric approach regarding teaching and learning progression. Small beginnings, incremental improvement, and sustainable progress will result in a huge number of opportunities. The teaching, learning, and evaluation activities in the institution are implemented as per the academic calendar, which is observed by the head of the institution. Through interactive learning, experiential learning, etc., efforts are made to build the student centric system. Faculties work together in close coordination and try to cater to the dynamic needs of students.

Many incremental improvement initiatives are taken by the institute; these are as follows:

- Institute is making continuous and multidimensional efforts to improve quality in academics. Since its inception the institution plans the teaching, learning and evaluation schedules by preparing academic calendars at the institution level.
- IQAC sets the standard for various activities and processes. It observes the process and measures the performance against the set standard. It suggests remedial actions in case of variation. Some of the initiatives of IQAC contribute in incremental improvements .The approach of IQAC is always focused on the process of learner-centered teaching-learning and it has formulated a policy to evaluate it from time to time.
- All newly admitted students are compulsorily involved in orientation programs, in which they are introduced to the teaching learning process. There is also a system of continuous assessment, compulsory core curriculum, various cultural activities, and discipline.

All the committees in the college are as per institutional norms (initiated by the IQAC) such as:

- Timely submission of workload requirement for forthcoming session
- Timely distribution of time table among faculty
- Course completion according to the annual plan

- Delegation of Academic and extracurricular work within the group
- Use of ICT in teaching practices, wherever applicable
- Execution and moderation of internal assessments
- Assessment of learning-outcome by identifying high performers and low performers (Students)
- Analysis of examination results

IQAC consistently works towards incremental strategies to make the functioning of the institute effective and smooth. These strategies effectively work in line with the changing needs of the college and students.

Administrative Domains:

Constitution of committees for smooth functioning of institution:

IQAC works to decentralize work responsibilities among the staff. Therefore, the below mentioned committees were constituted to streamline the work

- **Admission and SC, ST, OBC Committee**: Looks after admissions and category students ,fees, concessions according to the documents produced
- **Placement and career Counseling Committee**: Looks after the placement and coordinates with reputed schools for placement of trainees and does career counseling
- **Examination Committee**: Looks after Internal & external examination and maintains examination records. The committee keeps the record of any grievances related to examination and acts as a bridge between the University and college for smooth execution of examinations
- **Registration of Alumni Association:** It is implemented with the Charity commissioner and Maharashtra public trust Act.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Today, in the 21st century, energy is widely used in all fields. Energy is a perishable resource. It takes time to nurture such energy for sustainable development and if this nurture is done through education, the society can get the right direction. If the college takes measures for energy conservation, it will create an ideal for the students. Because today's student is tomorrow's citizen. And as a responsible citizen, we need to cultivate & save energy for the society and the environment as well as for the next generation.

In this regard, various strategies are adopted in P.E.S. B.Ed. College for energy conservation.

1. **Renewable Energy:**

Energy from a source that is not depleted when used, such as wind or solar power which is known as renewable energy. The P.E.S. B.Ed. college emphasizes the use of solar energy. For proper use & Conserve energy P.E.S. B.Ed. college use Solar lamps. These Solar lamps are fixed in our college campus.

1. **Encouragement for students to reuse energy:**

The P.E.S. B.Ed. College undertook activities to focus on recycling and environmental impact to the students. For this college organizes seminars and lectures on energy generation workshops and compost manure project.

1. **Use of Motion Sensor lights & Rechargeable lights:**

In order to save energy in the P.E.S. B.Ed. College, Motion Sensor lights were used in the college and classrooms. Installed Motion Sensor lights in places in the college that are not used consistently, where students do not stay long. Also the college uses rechargeable lights. They can be used in situations like power supply problems or load shedding.

1. **Use of natural light in the classroom:**

In the classrooms where the student stays for a long time, the college tried to find natural light without using continuous electric lights. The number of windows in the classroom was increased to provide natural light in the classroom. Natural light was provided in the classroom by keeping the windows constantly open.

1. **Instructions to the students regarding energy use:**

Instructions are given to the students from time to time for waste management and energy conservation. When the student enters the classroom, the lights and fans, A.C. in the classroom should be turned on if it is too hot, otherwise all the windows in the classroom should be opened as an alternative.

1. **Use of CFLS and LED bulbs:**

Hot and standard fluorescent lamps used everywhere use a lot of energy. To reduce energy consumption, low energy consuming CFLS and LED bulbs were used. So such bulbs were used in the classroom.

1. **Putting the computer in Power Saving mode:**

In P.E.S. B.Ed. College, Putting the computer in Power Saving mode will automatically turn off the screen when the computer is not in use and save energy.

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

7.1.2

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

Response:

Hygiene leads to prosperity. Hygiene helps to keep the environment pleasant and healthy. Therefore, hygiene is very important in human life. Colleges, educational institutions can play an important role in making cleanliness a part of every person's daily life. Proper management of waste is essential to keep your premises clean. In our college we do following process for waste management.

1) Reduce waste generation -

Emphasis is placed on preventing waste in colleges. For that, every person there takes steps in that direction. For this, the paper print outs that are taken out of the office, which are useless papers, are used to write other work on the back side. Also in college, lead pencil is used instead of pencil.

2) Garbage Segregation -

The waste in the college is classified as follows: 1) Wet waste 2) Dry waste 3) E - waste. Dustbin is placed where necessary. Garbage in all the dustbins is collected regularly. Our college use soil pots & Boxes for dry waste.

3) Lectures, seminars are organized -

To create awareness about waste management, seminars are organized in college. State level seminar was held in the academic year 2018 - 19.

Every year cleaning campaign drive is carried out in the college by all the students and teachers.

4) Procedures for proper waste management -

Various measures are taken for proper waste management. It contains rules, visual icons, and pictures where necessary. Shri Ravindra Telangi, Sukanyatai Gawli & Poonam bhokare take care of college campus.

5) E-waste management -

E-waste is not a big problem in our college. because e-waste is in the form of old CDS, DVDS, and Printer Cartridges in less quantities. The college encourages the use of pen drives and email instead of CDS, and DVDS. Printer Cartridges are used as long as they are running smoothly.

6) Plastic, C.D. Etc. Doors to make useful items -

In e-waste management, things that can be reused are recycled. Action is being taken to reduce the reuse of e-waste in the college. Decorative items are prepared from used CDS. Those are used in various college programs.

7) Sewage Management -

Proper disposal of wastewater in canteen, hostel and college. The effluent is made usable and used to build playgrounds as well as college trees.

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

7.1.3

Institution waste management practices include

1. **Segregation of waste**
2. **E-waste management**

3. **Vermi-compost**
4. **Bio gas plants**
5. **Sewage Treatment Plant**

Response: C. Any 2 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: C. Any 2 of the above

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

7.1.5

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

Response:

The organization strongly believes in information, education and emphasis on the pursuit of a healthy, livable and sustainable campus, open spaces, including tree planting, play an important role. To add to the greenery of the College, the College has carried out several plantation drives.

The College is flexible in deploying a dedicated team for maintenance of water system, drainage system and waste management system in the campus. A periodic maintenance practice in the campus creates a sense of cleanliness and also reduces additional costs on wastage.

Access to sanitation facilities is a fundamental right to protect health. Separate and safe toilet facility for women in the campus is also an encouraging factor of the institute. Dedicated safe drinking water sources are located throughout the campus at several locations. A water purifier is installed at common level.

The College believes in the fact that prevention is better than cure and fully adheres to it. Many promotional signs are put up in the campus area and sensitize the students to avoid littering in open spaces. Use of color coded dustbins to segregate solid waste at source Deployed across campuses that safely collect, contain and dispose of waste.

Cleanliness :

• The college premises are cleaned properly every day.

• Trees are planted in the college premises as well as along the grounds.

• Students gifted various saplings to the college with an aim to increase the green cover of the college.

• To reduce the use of paper, important instructions or information are conveyed to employees through WhatsApp groups or e-mails.

• Employees are instructed to use less paper and use both sides of paper while printing.

• Under the theme of social service, the teachers visited the area near the college and explained the importance of hygiene during menstruation to the women and adolescent girls there and distributed magazines related to it.

• Colleges have made proper arrangements for waste management. This includes wet waste, dry waste, plastic waste and e-waste.

Sanitation :

• The institution ensures 24/7 water supply to all toilets. Washrooms are cleaned and disinfected regularly and all necessary toiletries are provided and replenished periodically.

Green cover and pollution free environment :

• The campus located right in the heart of the city is prone to various pollutions, mainly air and noise pollution. To solve these problems, the greenery around the campus has many species of plants. Regular

trimming and pruning is done by designated gardeners and keen to maintain the plants and flower area adding to the pleasant atmosphere. Many plants have medicinal value.

Healthy environment free from pollution :

1. Recycle and compost are used

2. LED bulbs are used in the college.

3. Energy audit is conducted

4. A dustbin has been placed in the premises.

5. Attention is paid to waste control throughout the campus

6. Less use of plastic in the campus

7. Emphasis is placed on minimal use of photocopying/printing

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

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document

7.1.7

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

Response: 0.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.08	0	0	0	0

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

7.1.8

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

Response:

Progressive Education Society’s, B.Ed. College is permanently affiliated to Savitribai Phule Pune University(SPPU). The college is located in the central area of Pune city and is convenient for students to come and go. College plays vital role in Social growth. We organized & arranged activities for local communities. These activities are socially useful for each & everyone from society.

Purpose of organized this activity is to inculcate Social awareness, values and environmentally responsible behavior amongst students. As well as to nurture students as citizens with moral, ethical and social values so as to provide service to the society through activities.

Activity – Following Activities Conducted:

- Blood Donation Camp
- Guidance & Counseling to Adolescent girl's
- AIDS Awareness rally
- Donation to NGO's (Cloths, food items)

1. **Blood Donation Camp -** The progressive Education Society's, B.Ed. College Conducted Blood donation camp for society. This camp is organized by college in association with Lok Biradari Mitramandal (Folk brotherhood friend circle) trust, Pune. The purpose to organize a blood donation camp in college is to motivate people to donate blood and social works.

In this, blood donation camp we select a suitable donor whose blood will be safe to the recipient and who himself shall not in any way be harmed by blood donation. For this Blood was donated by teachers, students & various peoples in society.

1. **Guidance & Counseling -** Adolescent stage is characterized by rapid growth and change in physical, social, moral and intellectual aspect of life. In this stage of life Guidance and counseling is very important instrument for attaining human development.

In this activity, Progressive Education Society's, B.Ed. college Conduct Guidance & Counseling session for Adolescent girl's students of modern girl's school. It helps to recognize and understand about the girl's student's issue.

According to their needs college provides detailed information on the physical, mental and emotional changes that occur during adolescence.

1. **AIDS Day Celebrations / AIDS Awareness rally - On AIDS day** Progressive Education Society's B.Ed. College organized AIDS Awareness rally. The objective of the program was to create awareness about the symptoms, causes and preventive measures of AIDS.

Some students gave scientific information about symptoms, causes and preventive measures of AIDS. All this information was given to the people of the society. Main objective was to create awareness among people.

1. **Donation to NGO's (Cloths, food items) -** Donating to the needy is a great way to improve the conditions in your neighborhood or community. That's why progressive education society's B.Ed. College organized donation to NGO'S. In this initiative students collect clothes and food items in the college. Then we invite NGOs and donate all the clothes and food we collect.

File Description	Document
Documentary evidence in support of the claim	View Document

7.1.9

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

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

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document

7.2 Best Practices

7.2.1

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

Response:

- **Title - Teaching Entrance & Eligibility Exams Guidance - SET NET, TET, TAIT, CTET, CET (B.Ed. & M.Ed.)**

- **Objectives**

1. To introduce the Teaching Entrance Exams to the students.
2. To enable the students to qualify the teaching entrance examination.
3. To make students eligible to get jobs in reputed schools and colleges.
4. Contribute to making better teachers for the society.

- **Practice**

Teaching is a vast field which includes Pre-School, Nursery, Elementary, Middle School, High School and college. Teaching profession carries a lot of weight and has a lot of responsibility attached to it. Teachers are tasked with imparting knowledge to students, enhancing their overall development. Because of these reasons role of teachers is very important in the teaching learning process.

The aspirants should be versatile with their skillet.

Our aim is to guide aspiring teachers with regards to various educational eligibility exams.

- **Impact of Best Practice**

1. After taking guidance, students have passed these exams with good marks.
2. Advantage- higher pay scale for teachers who pass the exam.
3. It opens avenues for various high ranking jobs and increased confidence levels of the Participants.
4. Participants are eligible to work in reputed schools and colleges.

- **Resources Used**

Various experts from college and society.

Feedback mechanism. Feedback form from participant.

Future Plans

We will be conducting various guidance programs for teacher eligibility test.

2nd Best Practice

Title - Developing a Holistic Approach in Education by Empowering Women

- **Objectives of the Practice**

1. To build a safe and inclusive environment for women.

2. To develop a culture where women can acknowledge the real world problems and learn to overcome them.

3. To boost their self-esteem and confidence.

4. To encourage them to excel in academics, sports, and extracurricular activities.

5. To develop value oriented leadership in women and enhance their personalities.

6. Increase the likelihood of women obtaining better paid jobs through professional training.

Impact of Best Practice

Women should have positive respect for being financially independent, self-reliant and able to face any

difficult situation. We provide opportunities for our students to develop in all aspects. Our P.E.S. B.Ed. College organizes many activities that provide opportunities for our students to enhance their qualities through Physical, Social, Educational, Psychological / Mental, Economical

1. Our P.E.S. B.Ed. The college promotes education, training, and professional development for women.

2. Through various initiatives we tried to change the mindset of the society according to gender discrimination.

3. Our college is a women's college so it has also become important in increasing the female literacy rate.

4. In Our P.E.S B.Ed. College We organize job fairs and trade fairs to help our students financially.

5. In our P.E.S B.Ed. College, with the help of Guest lectures, seminar in college, we try to ensure the health, safety and well-being of every student.

- **Resources Used**

Various experts from college and society.

Feedback mechanism. Feedback form from participant.

Future Plans

We will be conducting various guidance programs for Society.

File Description	Document
Photos related to two best practices of the Institution	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

P.E.S. B.Ed. College is exclusively for female students. Our strategy is to educate and empower women because of this. We encourage them to attain a certain standard of excellence. In light of this, we work to help the pupils by emphasizing their abilities. We mentor them so they may excel.

Although institutional performance in an area distinctive to the vision and priority. Efforts include world class education, reaching those in need, career guidance, creating a platform for research and experimentation in education, training individuals for professions, and sports activities.

A noteworthy area of ??institutional performance is the institution's consistent efforts in the field of education. We try to work for society, especially for women.

As everyone is aware, having accurate scientific information is crucial for leading a healthy lifestyle. Our bodies change in a variety of ways as we get older. The beginning of menstruation is one of the most significant and early of these changes. When they begin their periods for the first time, most girls are scared. They have absolutely no knowledge of the issue, which is why. Menstruation is a relatively common physiological event and a marker of beginning puberty. Girls should, therefore, not be intimidated in this circumstance and should communicate openly with their family members.

However, the majority of the families reside in the nearby neighborhoods of Shivajinagar Gaothan, Wadarwadi, and Patil Estate, the residents of these areas are uneducated and ignorant about the health and hygiene needs of girls who are approaching puberty. They don't have a lot of knowledge regarding periods. This issue was discovered during the survey and visit. Therefore, our P.E.Society’s B.Ed. college students took the initiative to enlighten the community's women and girls about menstruation using scientific evidence.

Actually, discussing menstruation is a delicate and vital subject. Nobody strikes up a conversation regarding menstruation, feminine hygiene, or women's health among themselves. The workshop of period necessities truly defines & distinguishes our college.

Efforts -

1. In one socially useful program we met Mrs. Shilpa Tambe, From Lok Biradari group who is working for adolescent girls.
2. Our college organized an online **lecture of Period Essentials** for our P.E.S.B.Ed. Colleges Students.
3. **Mrs. Shilpa Tambe** trained our students to make girls aware about the menstrual cycle.
4. After that our students went to slum localities near our college and delivered lectures on period essentials.
5. Our students had interaction with girls and women about the menstrual cycle. We recognized many problems of girls & women. Many girls were not aware about hygiene during periods.
6. Our students distributed one informative booklet on periods (menstrual cycle)
7. We realized that no more programs like period essentials were organized in slum localities.
8. We distributed sanitary pads to Girls & women. They were very much grateful.
9. As per our vision, priority & thrust we focus on holistic development of women and girls.
10. We not only concentrate on our staff and students but we educate and make aware about the health and hygiene of girls and women from the society.

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

5. CONCLUSION

Additional Information :

Our college is selected as a mentee college under PARAMARSH scheme.

Two days workshop for NAAC Accreditation process is organised by Mentor college.

Various faculty development programmes are conducted by the college.

College were also helped to identify their strength and weakness through academic and administrative audit.

Concluding Remarks :

The college works hard to make its student teachers excellent in the field of teaching thereby imparting professionalism, values and life skills consistently. In sixteen years of the service the college has earned a great name. as it has been producing many pillers in the education area. The college is quite proud as it is part and major role in enhancing the literacy rate by training women teachers. An increading numberof parents admitted their daughters in the collegefor quality education as well as safe and protectative environment for the girls.College consistantly focused on excellency in teaher education.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>1.2.2</td><td>Average Number of Value-added courses offered during the last five years

1.2.2.1. Number of Value – added courses offered during the last five years
Answer before DVV Verification:
<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>3</td><td>4</td><td>2</td><td>2</td><td>1</td></tr></table>
Answer After DVV Verification :
<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>3</td><td>3</td><td>2</td><td>2</td><td>1</td></tr></table>
Remark : Input edited as per the given clarification documents by HEI , Course with same objective will be counted as one .</td></tr>
<tr><td>2.2.4</td><td>Student-Mentor ratio for the last completed academic year

2.2.4.1. Number of mentors in the Institution
Answer before DVV Verification : 11
Answer after DVV Verification: 10

Remark : Input edited as per the given clarification documents by HEI , Student-Mentor ratio for the last completed academic year is 3 and Number of mentors in the Institution are 10 as principal will be counted once only.</td></tr>
<tr><td>2.4.10</td><td>Nature of internee engagement during internship consists of

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

Answer before DVV Verification : A. Any 8 or more of the above
Answer After DVV Verification: B. Any 6 or 7 of the above
Remark : Input edited as per the given clarification documents by HEI , Any 6 of the above can be considered.</td></tr>
</table>

2.4.12	**Performance of students during internship is assessed by the institution in terms of observations of different persons such as** 1. **Self** 2. **Peers (fellow interns)** 3. **Teachers / School* Teachers** 4. **Principal / School* Principal** 5. **B.Ed Students / School* Students** **(* 'Schools' to be read as "TEIs" for PG programmes)** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : Input edited as per the given clarification documents by HEI , Any 4 of the above should be considered.
2.4.13	**Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include** 1. **Effectiveness in class room teaching** 2. **Competency acquired in evaluation process in schools** 3. **Involvement in various activities of schools** 4. **Regularity, initiative and commitment** 5. **Extent of job readiness** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : Input edited as per the given clarification documents by HEI , Option 1, 2, 3, & 4 opted by HEI . So any 4 of the above can be considered .
2.5.2	**Percentage of fulltime teachers with Ph. D. degree during the last five years** 2.5.2.1. **Number of full time teachers in the institution with Ph.D. degree during last five years** Answer before DVV Verification : 4 Answer after DVV Verification: 2 Remark : Input edited as per the given clarification documents by HEI , Number of full time teachers in the institution with Ph.D. degree for last five years is 2 .
2.7.2	**Average pass percentage of students during the last five years** 2.7.2.1. **Total number of students who passed the university examination during the last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
98	99	95	60	44

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
98	99	98	60	44

Remark : Input edited as per the given clarification documents by HEI , Total number of students who passed the university examination for the last five years .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0.17	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0.176	0	0	0

Remark : Input edited as per the given clarification documents by HEI , Total grants received for research projects from government and / or non-government agencies for the last five years (INR in Lakhs).

3.2.2 **Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**

3.2.2.1. **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	03	05	08	06

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12	03	05	08	06

Remark : Input edited as per the given clarification documents by HEI , Total number of books and / or chapters in edited books, papers in National / International conference proceedings published for the last five years .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
105	100	100	100	67

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
107	120	25	100	80

Remark : Input edited as per the given clarification documents by HEI , Number of students participating in outreach activities organized by the institution for last five years .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
105	100	100	100	67

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
107	120	25	100	80

Remark : Input edited as per the given clarification documents by HEI , Number of students participated in activities as part of national priority programmes for last five years .

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

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

Answer before DVV Verification : 26

Answer after DVV Verification: 30

Remark : Input edited as per the given clarification documents by HEI , Number of functional MoUs with institutions of National and / or International importance, other universities, industries,

corporate houses etc. for the last five years .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14.12	12.25	21.77	19.18	4.02

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5.122	12.152	20.824	9.161	4.022

Remark : Input edited as per the given observation .

4.2.4 **Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.70	.41	0.15	0.28	0.26

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.267	0.138	0.150	0.233	0.342

Remark : Input edited as per the given observation , Annual expenditure for purchase of books, journals and e-resources for last five years. (INR in Lakhs).

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

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

Answer before DVV Verification : A. All of the above

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

Remark : Input edited as per the given clarification documents by HEI , Any 3 of the above should be considered.

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

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

Answer before DVV Verification : A. All of the above

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

Remark : Input edited as per the given clarification documents by HEI , option 2 & 5 opted by HEI . so Any 2 of the above should be considered .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4.28	2.35	6.77	10.60	5.27

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4.328	2.227	6.775	10.604	5.272

Remark : Input edited as per the given observation .

5.2.1 **Percentage of placement of students as teachers/teacher educators**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
48	45	29	11	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12	5	4	1	4

Remark : Input edited as per the given clarification documents by HEI , Number of students of the institution placed as teachers/teacher educators for last five years .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	6	0	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	6	0	2

Remark : Input edited as per the given clarification documents by HEI , Number of students qualifying in state/ national level examinations (e g: NET/SLET/ TET/ CTET) for last five years .

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

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

Answer before DVV Verification : A. Any 6 or more of the above
Answer After DVV Verification: B. Any 5 of the above

Remark : Input edited as per the given clarification documents by HEI , Any 5 of the above should be considered.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	2	3	0

Answer After DVV Verification :

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

Remark : Input edited as per the given clarification documents by HEI , same teacher provided with financial support in same year will be considered as one.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	36264	101034	104793

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0.36264	1.01034	1.04793

Remark : Input edited as per the given clarification documents by HEI , Total funds received from non-government bodies, individuals, philanthropists for last five years (INR in Lakhs).

7.1.3 **Institution waste management practices include**

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

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

Remark : Input edited as per the given clarification documents by HEI , HEI opted option 1 & 3 for the metric so Any 2 of the above should be considered .

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 Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the given clarification documents by HEI , HEI opted option 1 & 2 for the metric so Any 2 of the above should be considered.
7.1.6	**Institution is committed to encourage green practices that include:** **1. Encouraging use of bicycles / E-vehicles** **2. Create pedestrian friendly roads in the campus** **3. Develop plastic-free campus** **4. Move towards paperless office** **5. Green landscaping with trees and plants** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : Input edited as per the given clarification documents by HEI , HEI has opted option 1 , 2 , 3 & 5 for this metric so Any 4 of the above should be considered.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..** Answer before DVV Verification: 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 205 | 200 | 200 | 167 | 111 Answer After DVV Verification: 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 203 | 201 | 198 | 160 | 111
1.2	**Number of seats sanctioned year wise during the last five years..** Answer before DVV Verification: 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 105 | 100 | 100 | 100 | 100 Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
109	100	100	100	100

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
105	100	100	100	67

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
105	105	100	100	52

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14.12	12.25	21.77	19.18	4.02

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
42.569	43.687	54.999	61.238	55.347