



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**JAYAWANT SHIKSHAN PRASARAK MANDAL'S
JAYAWANTRAO SAWANT COLLEGE OF EDUCATION**

**SR. NO. 58, INDRAYANI NAGAR, HANDEWADI ROAD, HADAPSAR, PUNE
411028**

www.jspmjscoed.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Jaywantrao Sawant College of Education is an exceptional institution that stands out among B.Ed colleges in the region. Affiliated with Savitribai Phule Pune University, our college offers a private self-financed education program that sets the stage for academic excellence. With a prime location surrounded by various schools, including State Syllabus, Central Board of Secondary Education, Montessori, and Play school, as well as an Industrial Training Institute, our students gain invaluable exposure during internships at different educational levels.

Benefiting from its proximity to esteemed educational facilities such as the, banking sectors, hospitals, and bus stops, Jaywantrao Sawant College of Education provides unparalleled convenience. Our students also enjoy the advantage of having women's hostels, hypermarkets, book depots, stationery centres, ambulance facilities, and a canteen within the campus.

At the heart of our institution is a vibrant cultural centre that serves as a hub for the promotion of Indian culture. Additionally, we are committed to fostering an eco-friendly environment, embracing sustainable practices that nurture a green culture.

Driven by our dedication to delivering quality education, Jaywantrao Sawant College of Education exceeds the expectations of students, parents, and society. Under the guidance of the Jaywant Shikshan Prasarak Mandal, we empower aspiring educators to achieve excellence in the field of education. Our integrated approach combines regional, national, and global studies, encouraging students to think globally while acting locally. With our motto "Excel and Prevail," we inspire our students to reach their full potential.

The library at our college serves as the cornerstone of our institution, providing a conducive environment for academic growth. Students have access to a vast collection of books, encyclopaedias, journals, newspapers, magazines, and open e-resources, enriching their learning experience.

We believe in the power of social responsibility and community engagement. Through various outreach programs, extension lectures, seminars, and workshops organized in collaboration with different associations, we instil in our students a sense of social awareness and sensitivity towards the upliftment of underprivileged sections of society.

Jaywantrao Sawant College of Education values and upholds the perspectives, rights, and dignity of women. To ensure a safe and inclusive environment, we have established a dedicated Woman Grievance and Redressal Cell, along with an Anti-Ragging Committee.

Since our establishment in 2008, Jaywantrao Sawant College of Education has been dedicated to nurturing future teachers who possess the skills and mindset to address real-world challenges. With a student-friendly atmosphere and employment-oriented programs, we provide an ideal environment for academic pursuit.

Vision

Jayawantrao Sawant College of Education (B.Ed.) aspires to offer quality teacher education to enlighten, emancipate and empower the student-teacher fraternity and to foster life long learning.

Mission

Jayawantrao Sawant College of Education (B.Ed.) will undertake...

To develop an understanding of the principals of pedagogy and its application to curriculum transaction and evaluation.

To develop in student skills and competencies necessary to play the multifaceted role of the teacher in the new millennium.

To provide opportunities to the faculty and the students to undertake action research projects contributing to new insights into the teaching learning process.

To enable the students to live in harmony with oneself and with others in the profession, community and society at large.

To instill the spirit of fellowship among students, to prepare them to be global citizens through cooperation and peaceful coexistence.

To inspire students for life long learning and for reaching the un- reached.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Jspm's JSCOED (B.Ed.) is located at fastly developed area Hadapsar in Pune. They have Visionary and dynamic Management with a vision and mission
2. Neat, clean, safe and Pollution-free campus of 12.5 acres with positive ambiance for operative learning
3. Well qualified and dedicated faculty members
4. Active mentoring through GFM, leading to effective outcomes
5. Technology based educational practices
6. Well stocked library with e-resources
7. Moodle facilities are available for Staff and students
8. Decentralized administration
9. Adequate learning resources and expanding infrastructural augmentation
10. Adequate infrastructural facilities for academics, sports and cultural activities to discover innate talents of student teachers
11. Effective public relations with Government officials, Parent University, Practice teaching schools, Parents and Stakeholders.
12. In-house workshops/ seminars are organized for academic development
13. Assigning responsibilities to Student Council members to promote leadership
14. Active Placement services / recruitment in renowned schools

Institutional Weakness

1. Less number of publications in research journals.
2. Owing to limited research funding by government agencies, less number of research projects.
3. Lack of additional delayed sanction of scholarship supplementary professional courses for the students.
4. Mismatch between research expectations and financial support.
5. Due to delay in Career Advancement Scheme the lectures are due for their next cadre and increments.

Institutional Opportunity

1. Our college is located in well none area which are any one reach easily because transport facility available by municipal corporation Pune and JSPM up to the college gate.
2. Increase in the use and output of research laboratories
3. Strengthening of training for competitive examinations
4. Increase in the number of skill-oriented courses
5. Management support
6. Geographical advantage
7. Teacher education programmes at different levels
8. Module courses for coaching competitive examinations
9. Moving away from single stream college of B.Ed to a Multidisciplinary institution
10. Design orientation and refresher programmes for career advancements
11. Organize capacity building programmes for in- service teachers, parents and local people
12. Up skilling in new technologies and resources
13. Academic collaboration
14. Available external support of blended learning specialists
15. Collaboration with educational institutions to transform education beyond classroom.
16. Join hands with NGOs-social organizations for accomplishing government programmes.

Institutional Challenge

1. Many number of collegies run in Pune that's why quality education is given by our college for admitted students.
2. To mainstream students with big educational gaps.
3. It is a challenge to obtain the Grants and Funding for pursuing research projects
4. Developing soft skills and communication skills among students.
5. Teaching through research and provision for senior undergraduate students a flavor of research.
6. Highly qualified staff is not available because of non grant college.
7. Providing seed money for research initiation
8. Complex processes for the approvals on new programmes

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

JSPM's, Jayawantrao Sawant College of Education, Hadapsar, Pune strictly follows to the curriculum prescribed by Savitribai Phule Pune University, Pune. It actively contributes to curriculum revision workshops and Board of Studies meetings. The institution employs several "Quality Enhancing Academic Strategies" that enhance the effectiveness of the teaching and learning process for prospective teachers.

The principal conducts an induction meeting to plan a detailed schedule of curricular and co-curricular activities for the session. This meeting serves as a platform to discuss and outline the activities that will be carried out throughout the academic year.

The college places importance on staying up-to-date with global requirements and trends in education. As part of this effort, the institution organizes national-level workshops and seminars to discuss the revision of curriculum construction. These platforms provide an opportunity to exchange ideas and insights on how to align the curriculum with the changing needs of the contemporary world.

Moral and Value Education is an integral part of the curriculum at the college. Classes dedicated to this subject are held twice a week and are led by the head of the institution. These classes aim to instil moral values, ethics, and principles in students, nurturing their overall development.

The college implements Outcome Based Education (OBE) in its teaching and learning approach. This means that Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are clearly defined across all programs. This framework ensures that students attain specific learning outcomes and develop the necessary skills and knowledge as defined by the curriculum.

When planning the institutional curriculum, the college places emphasis on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programs offered. These learning outcomes are clearly stated and communicated to teachers and students through the college's website, prospectus, and orientation sessions conducted by the principal at the beginning of each session. This ensures that all stakeholders are aware of the intended learning outcomes and can align their efforts accordingly.

Teaching-learning and Evaluation

The teaching and learning process is the core of the entire education system, encompassing the exchange of knowledge, skills, experiences, attitudes, and mindsets between teachers and students. At JSPM'S Jayawantrao Sawant College of Education, Handewadi Road, Hadapsar, Pune, we adopt a student-centric approach to the teaching and learning process.

We ensure that the course assigned by the University is fully completed or enriched by our institution. Our vision and mission statement provide the foundation for academic flexibility. We incorporate both traditional and innovative practices in our teaching and learning methods. The B.Ed. program, spanning two years, is divided into two parts: Part First and Part Second.

The salient features of our Teaching Learning Process include:

1. We utilize the traditional method of teaching using a blackboard and chalk on a regular basis.
2. Various ICT tools are employed for subject-specific areas.
3. Teacher educators prepare PowerPoint presentations during their classroom sessions, and student teachers are encouraged to create their own presentations.

4. We effectively utilize a learning management system like MOODLE to share learning materials and conduct tests.
5. Students engage in practice teaching sessions and internship programs at different schools to gain practical experience in school administration.
6. We provide students with dedicated sessions for assignments and preliminary examinations before the university's annual examination.
7. Students have access to various learning materials, including textbooks, reference books, periodicals, research journals, encyclopaedias, and manuscripts, to keep them updated with the latest developments.
8. Results of assignments, preliminary examinations, and university examinations are analysed and made available to students for further improvement.
9. Internal practical work is assessed by the college faculty and moderated by the University panel.
10. Through these comprehensive measures, we ensure a student-centric and effective teaching and learning process, empowering our students with the necessary knowledge and skills for their future endeavours.

Infrastructure and Learning Resources

The institution possesses adequate facilities to support the teaching and learning process. The college campus spans approximately 0.75 acres, with a built-up area of around 3884 square meters. The college library is fully automated, utilizing the Koha Software, an Open-source Integrated Library Management System. Both teachers and students have access to e-journals subscribed by the college library, as well as e-books that have been purchased. Additionally, they can avail themselves of e-resources (e-journals and e-books) through the NLIST program of INFLIBNET. The college renews its membership with the program on an annual basis.

To keep pace with the evolving technology and society, the ICT facilities are regularly updated, ensuring that the college meets the new demands. The college has established effective systems and procedures for maintaining and utilizing its facilities. The College Advisory and Development Committee assumes responsibility for the overall planning and development of the college. Regular collection of requirements for physical, academic, and support facilities, along with the maintenance of existing ones, is carried out under the guidance of the aforementioned committees. Moreover, suggestions from stakeholders are taken into consideration during this process.

Student Support and Progression

Students are engaged in various capability-building and skill enhancement activities, ensuring their holistic development. The institution offers a range of student support facilities, including vehicle parking, common rooms, recreational facilities, first aid and medical aid, transportation services, a book bank, safe drinking water, an ambulance, a canteen, and separate toilets for girls and disabled individuals.

Recognizing the needs of financially disadvantaged students, the institution provides additional support through fee concessions. A Dean of Student Welfare is appointed to oversee student welfare, while a Placement Officer is designated to manage the Placement Cell. Moreover, the institution offers guidance to students preparing for national-level examinations such as NET/SLET/TET/CTET. The percentage of students qualifying in these examinations has shown remarkable growth over the past five years.

An active Student Council, along with student representatives in different bodies, actively contributes to the functioning of the institution, ensuring student participation and engagement.

Governance, Leadership and Management

This criterion serves as a means to gather data on various aspects, including planning, recruitment, training, performance evaluation, and finance management. It emphasizes the importance of participative management processes and the efficient administration of human and material resources. At Jayawantrao Sawant College of Education, Handewadi Road, Hadapsar, Pune, we are highly attentive to the quality aspects of education.

1. The institute has implemented a Management Information System (MIS) that enables the collection, selection, integration, and communication of data and information concerning the educational and administrative dimensions of the institution.
2. Both the institutional office and other departments operate based on principles such as participation, equality, transparency, efficiency, hierarchy, uniformity of command, and division of labor.
3. Academic and administrative planning is strategically carried out to ensure effective outcomes.
4. We have established a grievance redressal mechanism to address the concerns and grievances of various stakeholders, including faculty, students, and others.
5. The trust members actively engage in the institution's activities and provide motivation and support.
6. The financial resources of the institution are appropriately allocated and utilized to maximize their effectiveness.
7. The income and expenses of the institution undergo auditing by a certified auditor appointed by the trust on an annual basis.
8. The trust ensures equal opportunities for all institutions under its umbrella and facilitates their effective functioning.
9. The trust operates through its governing council, while the institution operates through various committees that are formed and operated accordingly. Key committees such as the Internal Complaint Committee (ICC), IQAC, College Development Committee (CDC), and redressal committees play active roles.
10. The institution offers the mechanism of a Guardian Faculty Member (GFM) to address student-related issues and provide necessary guidance and support.

Through the implementation of these measures, we uphold the principles of effective management, accountability, and continuous improvement in our institution.

Institutional Values and Best Practices

This criterion focuses on highlighting the distinctive efforts, values, and best practices implemented by an institution. JSPM strongly believes in using technology to bring about societal change and achieving economic prosperity through education. In line with the objectives set by the trust, our Jayawantrao Sawant College of Education, Handewadi Road, Hadapsar, Pune, operates with a clear direction.

1. The institution maintains a conducive environment that encourages creativity, innovation, and continuous quality improvement in various aspects of education, fostering a culture of registration and progress.
2. Inclusive practices and fostering strong stakeholder relationships are integral to the institution's functioning.
3. The institution demonstrates responsiveness to evolving educational, social, and market demands.
4. Comprehensive quality management strategies are planned and implemented across all educational and

administrative domains.

5. The institution endeavours to provide value-based education, instilling principles of social justice, social responsibility, and good citizenship among student teachers.
6. Value-added courses are offered by the institution to facilitate the holistic development of students.
7. The institution emphasizes outcome-based education and implements various related practices.
8. Students are provided with platforms to express their views, opinions, and feelings, ensuring their active participation and engagement.

By adhering to these principles and practices, the institution strives to make a meaningful impact on society and nurture well-rounded individuals equipped to contribute positively to their communities.

Research and Outreach Activities

This criterion aims to gather information about the institutional policies, practices, and outcomes related to research and outreach activities.

1. The institution has established a research committee dedicated to conducting research at the institutional level. It actively encourages teachers and students to participate in seminars, workshops, conferences, webinars, symposia, and other academic events.
2. The institution promotes faculty involvement with various research organizations and institutions, fostering collaborations and partnerships.
3. National and state-level seminars and conferences are organized by the institution to create an environment that promotes research activities within its premises.
4. The institution provides support for professional development activities that engage teachers in research and educational advancements.
5. Faculty members are encouraged to publish their research work in reputable educational forums, contributing to the dissemination of knowledge.
6. The institution fosters a culture of research among its student community, encouraging their active participation in research activities and the presentation of their work.
7. Faculty members are encouraged to engage in outreach activities related to research, extending the institution's impact beyond its immediate boundaries.
8. The institution takes responsibility for addressing community needs and organizes relevant programs such as social service rallies, educational literacy campaigns, and other initiatives.
9. Faculty members are encouraged to provide consulting services to the school sector, leveraging their expertise to actively contribute to their respective fields.

By promoting research and outreach activities, the institution aims to advance knowledge, foster intellectual growth, and make a positive impact on the wider community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JAYAWANT SHIKSHAN PRASARAK MANDAL'S JAYAWANTRAO SAWANT COLLEGE OF EDUCATION
Address	Sr. No. 58, Indrayani Nagar, Handewadi Road, Hadapsar, Pune
City	PUNE
State	Maharashtra
Pin	411028
Website	www.jspmjscoed.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Khushal Limbraj Mundhe	020-26970880		020-2697088 0	
IQAC / CIQA coordinator	Bharat Jayram Gorde	020-8275451697	8275451697	020-2997088 0	iqac@jspmjscoed.e du.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

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

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

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	Sr. No. 58, Indrayani Nagar, Handewadi Road, Hadapsar, Pune	Urban	12.5	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	Under-Graduate	Marathi	100	100

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				16			
Recruited	0	0	0	0	0	0	0	0	8	8	0	16
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	4	3	0	7
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				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	0	0	3
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	4	8	0	12
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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	5	1	0	0	6
	Female	57	37	0	0	94
	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	2	4	2	11
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	6
	Others	0	0	0	0
OBC	Male	3	1	0	0
	Female	6	6	8	28
	Others	0	0	0	0
General	Male	1	0	2	2
	Female	87	89	88	53
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
Total		100	100	100	100

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institution envisions a strategic vision and plan to transform itself into a holistic multidisciplinary institution. The plan includes placing emphasis on Teacher Education Courses within the undergraduate program, aiming to enhance the overall development of individuals in terms of intellectual, aesthetic, social, physical, emotional, and moral aspects. The institution is committed to providing skill-based and value-based education to its students. Those who have a keen interest in areas beyond their chosen discipline, such as B.Ed., have the opportunity to opt for skill-based value-added courses. Additionally, our affiliating university already offers an integrated teacher education (ITEP) program recognized by</p>
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<p>2. Academic bank of credits (ABC):</p>	<p>NCTE.</p> <p>Our college recognizes the challenges students face when it comes to obtaining copies of their certificates or mark sheets in case of loss or damage. To address this issue, we are actively working towards implementing a digital depository for academic awards. By maintaining academic records in a digital format, educational institutions, students, and employers will have convenient online access for retrieval and verification purposes. This digital system will also help prevent fraudulent practices such as certificate forgery. As our college is affiliated with S.P.P.U, Pune all certificates and degrees are issued by our university. In line with government directives, our university has registered with the NAD portal to deposit students' academic records. This initiative will benefit students pursuing higher studies as they will have a credible, authentic, and easily accessible mechanism for accessing, retrieving, and validating their academic awards. Moreover, our institution is taking further steps to promote student-centricity and interdisciplinary education across the country through the Academic Bank of Credits (ABC). We have made efforts to fulfil the requirements of the ABC as proposed by NEP 2020. Our current course structure for B.Ed. is divided into two academic years with different credit allocations. We encourage our faculty members to participate in professional development programs, webinars, and workshops to stay updated with current practices and collaborate with external agencies for exchanging ideas.</p>
<p>3. Skill development:</p>	<p>Various skills are developed by organizing workshops seminars and social activities these skills are inculcated to adopt the values are enhanced through blood donation camp by providing food items to orphanage , & by conducting social activities. Co-curricular Activities and social Service & Entrepreneurship Development to meet global standards and cater to the needs of employers, society, and the local community. We have an Exclusive Skill Development cell organizing programs such as Personality Development, Eco-Friendly Products and Smart room technology. The institution focuses on vocational education, soft skills, and value-based education. We offer e-modules, hands-on workshops, entrepreneurship</p>

	training, and partnerships to enhance skills and employability. Students develop soft skills through certificate courses and teaching methodologies. The institution promotes vocational education through e-modules, hands-on workshops, and entrepreneurship training. We provide value-based education through activities, celebrations, and environment-friendly practices. These all activities align with NEP 2020 to equip students with necessary skills and knowledge.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Bilingual method is used in the process of Teaching & Learning Languages like English, Hindi & Marathi are used as per the demand of the contest
5. Focus on Outcome based education (OBE):	The institute started to implement outcome based education effectively since 2022. The programme learning outcomes (PLO's) are established in discussion and deliberation with and stakeholders and in line with the programme objectives stated by BoS. The PLO"s are mapped with Vision & Mission of the programme . The course learning outcomes (CLO's) are established & in consistent with course objectives stated by BoS. The attainment of outcomes is worked out and action plan is set to improve.
6. Distance education/online education:	Guidance for distance education is provided to the student as per their needs

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club, established at JSPM's Jaywantrao College of Education, has been set up with the primary objective of sensitizing the student community about their democratic rights, which include the crucial act of casting votes in elections. To provide students with an experiential understanding of the democratic setup, the club organizes mock polling activities. Additionally, the club conducts a range of engaging programs such as poster presentations, debates, essay writing competitions, and other initiatives that foster awareness and understanding of electoral procedures among the students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs	The Institution has the ELC functional with the following office bearers: Sr. No. Name Designation Functional Role 1. Prof. Archana Raut Asst.

<p>are representative in character?</p>	<p>Professor ELC coordinator 2. Ms. Shubhangi Goilkar Second year B.Ed student Student Representative 3. Mr. Abhishek Chitalkar Second year B.Ed student Student Representative 4. Ms. Komal Sharma First year B.Ed student Student Representative 5. Ms. Pooja Yadav First year B.Ed student Student Representative</p>
<p>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.</p>	<p>1. Our students actively engage in Voter Awareness Campaigns with the objective of educating the residents of neighbouring places. 2. Voter's literacy campaign was organized to foster awareness and generate interest among faculty members, students as well as various sections of society. 3. A debate competition was organized, providing a platform for students to engage in lively discussions and articulate their viewpoints. Participants showcased their oratory skills, critical thinking, and persuasive abilities, fostering intellectual growth and promoting healthy competition.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Electoral Literacy Campaign (ELC) undertakes socially relevant initiatives related to electoral issues, particularly focusing on contribution to the advancement of democratic values and participation in electoral processes. 1. The ELC strives to create initiatives that facilitate a clear understanding of the significance of an individual's vote. These efforts aim to ensure that individuals exercise their right to vote confidently, comfortably, and with a strong commitment to ethical practices. 2. One of the primary objectives of the ELC is to cultivate a culture of active electoral participation. Through their endeavours, they seek to maximize informed and ethical voting, adhering to the principles that emphasize the importance of every single vote and ensuring that no voter is left behind. College ELC focuses & take efforts for the social awareness by awareness drives.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The Electoral Literacy Campaign (ELC) focuses on sensitizing students above the age of 18, who are eligible to enrol as voters, about their democratic rights, particularly the importance of casting votes in elections. Additionally, the ELC conducts various interactive programs such as debates, and essay writing competitions, aiming to raise awareness about electoral procedures among the students.</p>

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
200	200	200	183	118
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	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
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	83	35
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	98	97	73	35
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
100	100	100	100	83
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
16	16	16	16	16

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
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	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
44.81	19.66	31.47	18.91	17.96

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

3.2

Number of Computers in the institution for academic purposes..

Response: 40

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:

Response:

Savitribai Phule University ensures an effective curriculum for B.Ed., revised after every Ten years in alignment with the national curriculum reforms integrating the recent educational trends and development.

Students have experiential learning with practical sessions including activity based learning: webinars, seminars, field engagement, interactive classrooms, peer teaching, internship, co-curricular activities to develop teaching competencies.

Steps include:-

As per guidelines & curriculum provided by Savitribai Phule Pune University our faculty members ensure effective curriculum delivery through systematic, strategic, transparent processes.

Assessments are reviewed, standardized to local context with respect to academic standards, instructional designs, credit based evaluation. Scope emphasizing on value sensitization, environmental issues and women empowerment.

Academic Calendar:-

Time table coordinator considers workability and modalities which include year- wise allotted 210 working days excluding of year- end examinations to facilitate students' self-regulated learning. Internship phases are aligned with school's schedule.

Post-Planning/ Implementation Phase:

According to academic calendar, college faculty timetable in charge allot class time and required. Time scheduled in daily timetable on that basis faculty members conduct their teaching activity regarding compulsory general theory papers as well as practical session. In college timetable general theory papers classes allotted in morning session and practical sessions including enhanced professional capacities are conducted in afternoon session. Apart from that all practical orientation session of practical and teaching competency. Peer Lesson, Models of Teaching etc. Are according to the planning of academic calendar and time scheduled.

File Description	Document
Plan developed for the last completed academic year	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:

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
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

1.1.3

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

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

Response:

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
URL to the page on website where the PLOs and CLOs are listed	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:

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
10	10	10	10	10

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
28	28	28	28	28

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:

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
2	1	1	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

1.2.3

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

Response:

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
54	31	20	70	20

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	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:

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

1.2.5

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

Response:

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

curriculum) during the last five years

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

File Description	Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Response:

Curriculum of the B.Ed. program Savitribai Phule Pune University provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Knowledge:

Now a day’s teacher should be a all rounded knowledge acquirer and knowledge creator in the curriculum. Contemplative all these aspects of thought process are included in the curriculum so that the trained teacher can better perform the role of integrating the enhanced skills at the primary higher primary secondary level with a multi-disciplinary integrated approach for a universal approach and develop it scientifically to the students in the first year of the curriculum. Micro Teaching, Technology Based Teaching, Model based teaching followed by practice lessons and compulsory subjects include child psychology, history of Indian education, teaching methods, educational evaluation, two subject teaching methods in ICT optional subject along with one month internship, social service workshop, while in the second year, school management, educational guidance and counselling, along with a teaching method, a four-month internship including all aspects of an ideal knowledge-worshipping teacher, ruler, and nation-building teacher coach by including all these aspects, the four-month internship is being done through this organization.

Skills:-

Skills such as Emotional Intelligence, Critical Thinking, Communication Skills, inter personal skills, ICT, Collaboration with others etc. are introduced in the theory, practical and projects in all courses. Students are exposed to the application of these concepts and use it in the classrooms. For e.g. in Drama and Art students choose concepts from the school content to write scripts and enact them with themes

that reflect the significance of various skills and competencies in teacher education. Activities both individual and group (academic and co-scholastic) like writing articles for college magazine, graffiti art work in classrooms, poster making, competitions, debates, discussions, essay writing, activities of various clubs and committees, dance and music are all built in modalities that fine tune student teachers skills, competencies for scientific and literary temper to integrate the enhanced skills.

Values:

Some areas in the syllabi were designed in such a manner to instill values in the students, a sense of worthiness towards the teaching profession and valuing their decisions to take up the course. At the Undergraduate level, an interdisciplinary approach is implemented in the subject

‘Reading and Reflecting Texts’ wherein students read the passage, reflect upon it and analysis by using the critical reading strategy thereby reading between lines. In this manner student teachers are able to develop language skills as well as critical thinking skills, reflective and problem-solving skills.

Similarly entrepreneurial skills are developed through a subject course titled ‘Educational Management,’ giving students a benefit of becoming entrepreneurs and acquiring managerial skills.

BED-105 Information and Communication Technology subject is there in syllabus. which provide computer education as basic subjects in B.Ed. first year and advanced students level in B.Ed. second year which gives great advantage to student teachers in acquiring soft skills required knowledge, attitude and skills.

Critical thinking skills are developed inculcating a platform for decision making in the areas of pedagogical approaches.

Attitudes:

Input sessions, competitions such as academic, intellectual and co – scholastic areas are provided to give them opportunities to participate and to develop in the students’ knowledge, attitudes, values, skills of team spirit, leadership and communication skills, for holistic development. A right attitude towards the course is planned by their respective mentors. The two years B.Ed. curriculum throws light on the progress of their reflections, imbibing the right attitudes and demonstrating it.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	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:

Development of School System

The curriculum covers the theoretical aspects exhaustively. The programmer's gives a broad perspective of various boards such as, State School Certificate (SSC), Higher Secondary Certificate (HSC), and Central Board of Secondary Education (CBSE).

Functioning of Various Boards of School Education

The educational thoughts of both Western and Indian thinkers are incorporated in the syllabus familiarizing the students in epistemological bases of curriculum of the school system. Preparation of lesson plans differs from board to board. Students are familiarized with a comparative study of curriculum framework, syllabus & textbooks of various boards. Curriculum implementation and evaluation under different boards are considered for preparing assessment strategies and tools. In house innovative lessons expose them to national and international perspectives. Students engage in techniques that can connect approaches to promote diversity.

Assessment Systems:

The methodology paper, 'assessment for learning' and 'assessment of learning', scholastic achievement record caters to the various forms of assessment of different boards. Credit based evaluation, design of rubrics for CCE model are modeled focusing on diverse boards, thus aligning with the norms & standards of National & local standards. Non-formal education, philosophies of radical thinkers, alternative system of education such as De-schooling are familiarized to assess the possibilities of open school system.

Norms and Standards:

The differences in choice based credit assessment are analyzed from international context. Students are familiarized with the national norms and standards for teaching and evaluation. A shift from the Western perception of taxonomy of human behavior is perceived and the functional differences in Indian classrooms are oriented. Academic standards for teaching – learning – evaluation are articulated and revised as per the suitability of local context. Changes in teaching methods, rubrics, blueprint, question banks, scholastic achievement test are all familiarized as per the functional differences.

State-wise Variations:

The student teachers are exposed to different pedagogical practices of boards in schools during the FY& SY internship, trained to formulate subject specific academic standards and learning outcomes. Proficient in adopting the revised Blooms taxonomy and familiar with learning indicators as given by NCERT/ SCERT in designing classroom assessment techniques and national perspective such as National Science Standards and UNESCO Science Education "Current Challenges in Basic Science Education" are also considered.

An International and Comparative Perspective:

Country-wise and State-wise variations are familiarized in the diversities of school system and

assessment patterns. Western Vs. Eastern thinkers, their ideologies and approaches are included in the syllabus of philosophy and psychology to acquaint the student teachers to understand the foundations, functions and forms of different boards and function of international school system with indigenous practices. A cyclic approach is adopted to place student teachers in schools of different boards in different years.

Provision for in-house transaction of curriculum deliberately permeates to the local background realities to study type of schools, learning styles, and the diversified requirements of the State. Some of the issues emerged from dissertations; case studies and research are familiarized with students

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	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:

Response:

From the institution's inception in 2008, the vision, mission and objectives framed provides holistic education pre-service teachers. Morning assembly focuses on the spiritual realm, the divine guidance required for imbibing spiritual quotient.

All courses are branched out having theoretical as well as practical aspects integrated to skill based learning. The core subjects and the pedagogy subjects are delivered with subject knowledge to bring linkage. Students to understand its content and functionality which are intertwined during internship as well as teaching. E.g. soft skills & conversational English, a basic skill in counseling reflects in their capacity building.

The interconnectedness is apparent in 'Language across the Curriculum', the concept of developing language skills by providing multiple environments to extend student knowledge of the second and third languages beyond the mother tongue. The language skills acquired are applied to course materials, research and projects. Students develop lessons plans covering a concept that is introduced in the language class to subject class and then practiced and applied in the co-scholastic domains. Inclusive and gender neutral activities are developed for proficiency in handling social issues.

Selection of methodologies and exposure to various boards such as CBSE, ICSE& SSC are helpful in

students' placement for their profession.

At the UG level, electives are offered for self-development and professionalism. Entrepreneurship training emphasizing on establishing their own educational set up.

A few participating activities to mention are:

- Writing articles for the college magazine.
- Formal letter writing.
- Maintaining a self-reflective diary
- Designing innovative lesson plans
- Visiting self-help groups for empowering women.
- Report writing on values promoted through textbooks.
- Preparation of Multiple Choice Questions (MCQs)
- Optimal learning environments are provided by articulating the finest curriculum.

Policies of Apex bodies of the State and National level are read, and reviewed to be assimilated into the course as additional information to update students on current trends in the teaching profession. Workshops, seminars and conferences were organized on NEP 2020 by the Institution to understand its framework, to seek quality and to consider challenges in the field of education. 21st century skills are accomplished up Learning are a few to mention.

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

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

<p>1.4.2</p> <p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Response:</p>	
File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	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:

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

2.1.2

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

Response:

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
5	9	10	16	17

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

2.1.3

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

Response:

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
0	0	0	0	0

File Description

Document

Data as per Data Template

[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:

Counseling is provided at the time of admission. Due to which they get familiarised with the actual course content and helps them to be prepared.

Orientation program is arranged at the beginning of the course this helps students as well as institution to know about needs of each other.

Learners are assisted by an aptitude test at the entry level to understand their different learning needs and comprehensive methodology is applied to satisfy various need of the students.

They include traditional and new methods. Guidance is provided by the teachers to complete the studies with understanding and concepts.

For additional knowledge gaining reference books and websites are recommended. Bilingual approach is followed to reach the student. Weaker students a...

1.Counseling is provided at the time of Admission , for the first year students. This helps to give idea about the overall course.

2.Orientation program is arranged to provide glance of actual **course of B.Ed.**

3.Aptitude test is conducted for the students based on which teaching methods are decided.

4. **Reference books and websites** are suggested to acquire more knowledge.

5. Talent Search Function is arranged for **extra curricular activities**.

6. **Innovative teaching** practices are arranged for students.

Activates Point:-

1. Orientation program course of B.Ed.
2. Extra curricular activities.

File Description	Document
Documentary evidence in support of the claim	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:

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

2.2.3

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

Response:

File Description	Document
Reports with seal and signature of the Principal	View Document
Photographs with caption and date	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response:

2.2.4.1 Number of mentors in the Institution

Response: 5

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

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 adoption of a multiple mode approach to teaching and learning, which includes experiential learning, participative learning, problem-solving methodologies, brainstorming, focused group discussions, online modes, and more, greatly enhances student learning in the College .Let's explore each of these methods in detail:

Experiential learning provides students with hands-on experiences, allowing them to actively engage with the subject matter. This approach encourages critical thinking, problem-solving skills, and a deeper understanding of concepts through practical application.his approach focuses on hands-on experiences

and practical applications of theoretical concepts. Students are actively involved in activities, experiments, and real-world scenarios that allow them to apply their knowledge and gain a deeper understanding of the subject matter.

- Laboratory Experiments
- Field Trips and Site Visits
- Internships and Industrial Training
- Project-Based Learning
- Simulations and Virtual Lab

Participative learning involves active student involvement in the learning process. It promotes collaboration, teamwork, and communication skills among students. By encouraging students to participate in discussions, ask questions, and contribute their ideas, this approach fosters a more inclusive and engaging learning environment. Teachers encourage open discussions, group activities, and student presentations, creating an interactive classroom environment. This approach promotes collaboration, critical thinking, and effective communication skills among students.

Problem-solving methodologies help students develop analytical and critical thinking skills. By presenting real-world challenges and guiding students through the problem-solving process, teachers can encourage independent thinking, creativity, and the ability to apply theoretical knowledge to practical situations. Teachers at JSPM College emphasize problem-solving skills by presenting students with real-life challenges and complex problems related to their field of study. Students are encouraged to analyze problems, think creatively, and develop innovative solutions. This approach enhances their problem-solving abilities and fosters a deeper comprehension of the subject matter.

Brainstorming sessions provide a platform for students to generate ideas, share perspectives, and explore different solutions to a given problem. This approach fosters creativity, encourages active participation, and promotes effective communication and collaboration among students. Brainstorming sessions are conducted to stimulate creative thinking and generate new ideas. Students are encouraged to share their thoughts, suggestions, and opinions freely. This technique promotes active engagement and fosters a positive learning environment where students feel comfortable expressing their ideas.

Focused group discussions allow students to explore specific topics in depth. This approach not only enhances students' understanding of the subject matter but also develops their communication and interpersonal skills. They are organized in small groups, where students exchange ideas, analyze different perspectives, and collectively arrive at conclusions. Focused group discussions promote critical thinking, teamwork, and a deeper understanding of the subject matter.

The incorporation of online modes, such as e-learning platforms, online discussions, and virtual simulations, further enriches the learning experience. Online resources provide access to a vast range of educational materials, facilitate self-paced learning, and promote digital literacy. This includes virtual classrooms, online resources, multimedia presentations, and interactive e-learning platforms. These tools provide students with additional learning opportunities, flexibility, and access to a wide range of educational materials.

By adopting a multiple mode approach to teaching and learning, teachers at Jayawantrao Sawant College Of Education (B.Ed) caters to diverse learning styles, promote active engagement, and create a stimulating and inclusive learning environment.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	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:

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
5	5	5	5	5

File Description	Document
Data as per Data Template	View Document
Any other relevant information	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:

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: 100

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Data as per Data Template	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:

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.5

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

Response:

JSPM's Jayawantrao Sawant College of Education (B.Ed.) has a strong mentorship structure in place, with each faculty continually mentoring students on academic, professional, and personal levels. Many students who required aid in personal, academic, or professional concerns were effectively mentored, allowing them to better handle their difficulties and emerge from challenging situations graciously.

Our college provides several opportunities for mentor-mentee relationships to cater with students' diversity. To sustain an effective mentoring relationship, faculty members recognise, reflect on, and connect with different learners. Tutorials are taken by the teachers as per the needs of the learners. During the tutorial sessions, the lecturers identify any gaps and get them filled. The institution also provides a variety of value-added courses for students to further develop their interests and intellectual abilities, and to empower weak students. Yoga, English Language Communication Skill, and ICT are main value-added course and students develop skill in those areas. Microteaching sessions are there for sharpening skills.

Knowing each student's interests, strengths, and goals allows mentors to encourage students to engage in school- or community-based activities that help build skills toward a known passion, or to try new activities and expand a student's self-awareness and sense of self-efficacy.as identified by participants in mentoring programs nationwide – may be organized into four general categories: attitude and character;

professional competence and experience; communication skills; and interpersonal skills.

Working in groups has always been an important aspect of our organisation. Teachers guide and assist their pupils and form the strong bonds necessary for a healthy interaction among team members (team spirit). Students generate fresh ideas to create a wide range of practical models, charts, and instructional aids. They are motivated to construct knowledge on their own. Teachers and students form bonds when they participate in social, cultural, and recreational activities such as community service projects (visit), youth festivals, tutoring etc.

Our college campus offers a wide range of academic, cultural, which helps in all round development of pupil teachers. Mentors lessen the stress of their mentees by teaching them different skills such as time management, presenting skills, social skills. College also provides free coaching and guidance for various national and state level test such as B.Ed. Entrance Test, UGC-NET, TET and CTET.

There is also a provision for instructors to develop their professional skills. Employees are encouraged to participate in orientation, refresher courses, the Induction Training Programme, workshops, seminars, and symposiums hosted by government and non-governmental organisations. Teachers, in turn, encourage their mentees to deliver seminars and participate in debates, declamations, and symposiums. Every student is encouraged to use updated technology. They have access to the computer lab and the internet, which they may use to stay up to speed on the current developments in their topic as well as in education.

Mentoring within schools promotes teacher retention and consistency among educators. Mentoring programs not only increase job satisfaction and help teachers to emerge as leaders within their schools, but also have a positive effect on student achievement and engagement. Knowing each student's interests, strengths, and goals allows mentors to encourage students to engage in school- or community-based activities that help build skills toward a known passion, or to try new activities and expand a student's self-awareness and sense of self-efficacy.

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:

File Description	Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

2.3.7

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

Response:

Jspm's Jayawantrao Sawant College of Education (B.Ed.) All the facilities available in the college is being used judiciously to make the teaching learning process focused on creativity, innovativeness, rational thinking competency Inculcation, acquisition of life skill and inculcation of values Teaching pedagogies have been altered over time to facilitate innovation, use of ICT enabled devices by the colleges helps in producing efficient teaching learning outcomes.

Career opportunity announcement, selected techno-pedagogic content knowledge analysis question discussion, familiarisation with books, etc in the organizational period. On every Wednesday the organization period takes the form of a weekly assembly which provided a pre-experience to organize the school assembly; which is usually held in the College portico for the entire student population of the college.

All disciplines in the college have taken initiative to make teaching learning process more live, learner cantered, student centred and proactive. There is a provision to full-fledged computer lab which provides the student proper access to the internet connectivity. Our teachers follow various innovative teaching method to make teaching learning more interesting. Students are always encouraged to take full advantage of the various opportunities offered at college.

For example, like, there was a student named Nikita college Roll no.57 B.Ed. 1st Semester, she was very talented in music and art but for personal reasons she was not confident enough to go forward, very low self-esteem and cries on small occasions. As a mentor, college adviser, and a few other teachers, encouraged her. After some motivational talks and counselling she has not only participated in musical items like Group Song Indian, festival from 18 Feb 2023 but she also participated in solo performance like light vocal Ghazal. The results were amazing Group Song Indian got second prize and got in Nikita dividual 2nd prize in Group Bhajan and 3rd prize in light vocal Ghazal.

Field visits and nature rambling instruction through models of teaching and collaborative learning experiences through peer-tutoring and team teaching. The problem-based practicums and innovative lessons/ instructional resource designing exercise provide opportunities for innovations, critical thinking, and creative designing. The plus concept infused chart/still model design is worth mentioning on grounds of experimental output in teacher education even on an international platform.

In addition to this JSPM College of Education has been providing guidance to not only present students but also who have passed out. There are various examples of the students who did not have much confidence but today are placed in esteem school organizations. The teachers regularly monitored students after each session of counselling and encouraged and trained him to participate in different co-curricular activities of college. After that he represented the college in different fields like theatre, fine arts items; still life drawing, yoga, sports, and N.S.S camp. He is a true example of nurturing creativity, life skills, empathy, and everything.

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

Imparted to the students. Creativity is developed through ,Talent Hunt Arts, Literary Fest College Magazines, Academic/Creative Writing ,Innovativeness is developed through Lesson template preparation ,Based on Models of Teaching Innovative Lesson template, ICT Oriented Lessons Activity, Oriented Classes Practicum's , Practical works, Seminars, Assignments , Brain storming sessions , Development of Educational, Research tools, Social Visit , Group Discussions ,Participation in Rural Reconstruction ,Working with Community ,Yoga and Aerobic Practices Morning Prayer , Sports Day , Career Development Programmes , Field Trip

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:

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
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:

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

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:

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

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:

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

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:

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

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:

File Description	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

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:

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship programme is systematically planned according to the university syllabus. The practicing schools are selected based on the proximity of the pupil teachers' residence to the school, availability of basic infrastructural facilities and type of school (Government, aided, private, public). After the consent of school, the teacher in-charges of internship programme with the consent of head of the institution visit and meet with the school principals. The school teachers are requested by the faculty members for allotment of syllabus. The lists of pupil teachers are sent to the assigned school of teaching practice. The students are allotted schools keeping in mind the medium of instruction, accommodating capacity and subject wise requirement of the schools.

Before the commencement of internship, an orientation programme for one week is organised and detailed instructions are given to student-teachers. During Internship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organisation of school-based and community-based activities of teaching. The student-teachers are

required to develop a repertoire of understandings, competencies, and skills.

Lessons are observed by the teacher educators at regular intervals and our teacher educators verify whether the students rectify the correction given in the previous observation. All the lessons are observed by the mentor-teachers. Necessary instructions are given to the student teachers based on the feedback received.

The task of teacher supervisor is to assess the pupil teachers' activities along with the guidance to be offered. The teacher supervisor evaluates the copies of the pupil teachers from time to time. The performance of the students is duly observed by the accompanying teacher in charge, school subject teachers and the peer group. The remarks are not recorded in a ritual manner but they are suggestive in nature for the further polishing of teaching skills of the prospective teachers. By the end of internship programme, it is duly certified by the head of the practicing school.

In all the efforts to improve the quality of education, there has been very little investment in preparing knowledgeable teachers. Teaching children means being prepared for complexity. Young students can and do present remarkable variation in needs and style. But schools don't traditionally present an open, supportive opportunity for new teachers to develop and hone their professional skills.

While planning internship programme the institutions take care of providing exposure of variety of schools to interns. Student teachers perform various internship activities in schools with systematic supervisory support and feedback from faculty as per university prescribed curriculum.

The development of a teaching internship will serve some other goals as well. It is very likely to reduce current high attrition rates. It should encourage a reflective, self-improvement attitude among new teachers. It offers a setting in which to encourage the development of ethical standards and observe the candidate's concern and care for children.

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

2.4.9

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

Response:

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

Response: 8

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

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:

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Report :

Students take practice lessons in various schools during B. Ed. Course. Jayawantrao Sawant College of Education shares responsibility of observing lessons along with concerned school.

The observation can be done by following means;

- Peer observation
- Subject teacher in-charge observation
- Mentor teacher observation
- Feedback by students and teachers etc.

Role of Teacher Educators:

According to number of student teachers, one or more than one teacher educators are assigned to each internship schools for monitoring student's performance. The teacher educator communicates with school principal, school mentors and the internee students. He/she visits the school regularly to get information about student teacher's performance from school mentors. Sometimes, one or more student teacher/s are assigned as group leaders who are responsible for timetable adjustments or to resolve other issues during internship and report teacher educators.

Role of School Principal:

During the internship program, School Principal is in charge of student teachers and student teachers follows his/her orders. The school principal assigns duties and subjects to student teachers. The school principal, instructs subject teachers to assign classes to student teacher, help them and monitor their classes. The interns are also expected to participate in organizing co-curricular and extra-curricular activities. An internship certificate is issued by the concerned school to each Student teacher. It is responsibility of concerned school principal to issue internship certificate after ensuring completion of the activities by student teacher.

Role of School Teachers:

Senior teachers of school act as mentors for student teachers. The school teachers assign topics and classes to student teacher and help them to conduct the classes. They assign other various duties to student teachers like, checking answer sheets, maintaining attendance register, organization of co-curricular and extracurricular activities, checking home-work notebooks, maintaining classroom discipline etc. The school teachers supervise and evaluate student teacher's performance and report it to teacher educators and suggest corrections if needed

Role of Peers:

Peers observe lessons conducted by each other and provide immediate feedback on their performance. This helps student teachers to develop their teaching skills during internship period. Peers perform many tasks such as organizing co-curricular and extracurricular activities in group during this internship period.

File Description	Document
Documentary evidence in support of the response	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:

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

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:

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

2.5 Teacher Profile and Quality

<p>2.5.1</p> <p>Percentage of fulltime teachers against sanctioned posts during the last five years</p> <p>Response:</p>	
File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

<p>2.5.2</p> <p>Percentage of fulltime teachers with Ph. D. degree during the last five years</p> <p>Response:</p>	
<p>2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years</p> <p>Response: 4</p>	
File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

<p>2.5.3</p> <p>Average teaching experience of full time teachers for the last completed academic year.</p> <p>Response:</p>	
<p>2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year</p> <p>Response: 130</p>	
File Description	Document
Copy of the appointment letters of the fulltime teachers	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:

J.S.P.M college of education allows the faculty members to attend orientation, refresher course, the induction training program, workshops, seminars, and symposium hosted by government and non-government organizations.

Following these programs, the institution offers faculty development program through IQAS (Internal Quality Assurance Cell) in the form of seminars, where professors may exchange their experience with their colleagues. Staff members are also permitted to act as resource persons in seminars, workshop, and other events at the university, colleges, and schools, and they also participate in college activities as resource person. Staff members are encouraged by the principal to deliver papers in national, international, and state-level conferences and workshops, for this reason, teachers can avail duty leave. The administration provides support and encourages book writing and article writing, are also encouraged to publish their articles in reputed journals. They write chapters for edited books and research papers as well. Institution also publishes research journal namely "The educational spectrum", which is joint effort of all the staff of college. The usage of cutting-edge technology is encouraged for all academic members. They have access to the computer lab and the internet, which they may use to stay informed about the most recent developments in their field and in education. Faculty members are allowed to do academic tasks including assessment, paper settings, invigilation of exams, etc. Each year, the Pune University assigns a few of our faculty members serve on several special duties like co-ordinator of skills in teaching, syllabus revision, flying squad during the university exams, external examiner for viva-voce and member of selection panel, Board of studies, Academic council etc. The institute promotes the staff improve their qualification for professional or career growth. The faculty members are free to take advantage of the chance to pursue higher education through FDF (Faculty development program). The institution felicitates the faculty member when they get an honour. The institution's management honours the performance of the teacher educator by giving awards each year. In meeting and through the public address system, the finest performance is also recognised. The principal also encourages staff members to pursue PhD. All these kind of facilities and exposure provided to them helps the teacher to grow professionally and keep themselves updated with the new education trends. Apart from this one of the faculty members has an experience of senate and syndicate of affiliated University itself.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1

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

Response:

Being affiliated to Savitribai Phule Pune University, the college follows **continuous internal evaluation** as prescribed by the University, students' performance is monitored by keep a record of each performance in each activity. **At the beginning of the academic year**, faculty members inform the students about various components, criterias in the assessment process during the academic year through **orientation**.

There is internal evaluation of each theory paper which is based on class attendance, practicals, written assignments, presentation and exhibition. The internal assessment test schedules are prepared as per the university and communicated to the students well in advance. The internal assessment criteria of Savitribai Phule Pune University is followed for the distribution of marks in each subject. Practical and question paper is prepared by teaching faculty regarding their subjects as per the pattern of the university. Question paper pattern and the answers scripts are evaluated by concerned subject faculty and marks list is prepared.

In teaching practice, we get **opinion of concerned teaching practice school**, about students punctuality, sincerity, performance, obedience. There is complete transparency in the result of internal practicals , assignment. There is also a **provision for improvement** in continuous evaluation to improve their progress. Students can come and discuss with teachers how to improve in the final exams. Internal evaluation for practical subject of **B.Ed** is monitored by keeping the records of practical files, specified practical work such as teaching practice and dissertation work. Teachers maintain all the record of academic, co-curricular and extracurricular activities of the students and assess internal based on their performance. The performance of the students in the internals is also monitored by the Principal and the necessary feedback is given to the concerned faculty members. The marks in the internal examination are **communicated to the parents/ guardians** and they are advised to note the performance of their wards and take remedial measures if needed.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	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:

File Description	Document
Documentary evidence for remedial support provided	View Document
Copy of university regulation on internal evaluation for teacher education	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The examination committee also resolves any grievances related to internal examinations in timely manner. Grievance may be there due to typing error in question, incomplete question, question being mould, out of syllabus and error in distributions of marks. If any such grievance is reported at the examination hall then appropriate action is taken by the Examination-in-charge.

The grievance is at first verified with the respective subject teachers. The house test copies are shown to students by respective subject teachers after evaluation. So any grievance related to marks by the student is immediately clarified by the subject teacher and rectified if necessary. After this The faculty members in charge of various theory papers consolidate the internal marks which comprise of all the tests, assignments done by the students throughout the Semester.

Internal examination grievances are cleared by showing the corrected answer sheet to student. He/she many times have grievance after comparison with fellow student's answer sheet. This is satisfied by Evaluator/concerned faculty member by explaining the reason for difference of marks.

For complete transparency and mall practice in semester Theory examination conducted by other centre and for practical examination, university assigned an examiner from other college. University examination result may be challenged by re-evaluation. Form for scrutiny/re-evaluation is shared by the university after about a month from the result Declaration. Students having doubts in marks, fill this form with a nominal Exam fee. Scrutiny process is for checking of total marks and for any unchecked portion in the answer sheet whereas re-evaluation process is carried out by re-evaluation of answer sheet by another faculty member. This whole process is conducted in such a way so as the student gets updated result within the same semester; hence it is a time-bound process. Further, it is also efficient as its being done with honesty.

The corrected answer papers of the students are distributed to them for the verification by the students and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the department notice board. The marks obtained by the students in internal assessment tests are uploaded periodically on the university web portal along with their

attendance. Noting the values in observation and validating the theoretical aspects student must submit lab record regularly. Day to day performance of the students is assessed for every experiment which includes regularity, performance, viva, and the promptness in submitting the record. For lab courses, the marks/grade scored by the student for each experiment is indicated in the observation/record. The independent learning, practical approach to the real-time applications is tested by viva voce for laboratory courses. For the quality of the projects, the evaluation is done by Project Review Committee along with the project guides. To ensure the transparency and curb the mal practices the university has introduced jumbling system and theory end examinations are conducted at a center other than the college.

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

2.6.4

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

Response:

Report :

Our institution focuses on 3 key elements of teaching learning process, curriculum, teacher and learner at the time of planning and implementation of curricular and co curricular activities. Every year IQAC plans and prepares Academic Calendar of the college issued by the University at the beginning of the academic year. It clearly delineates a schedule for teaching(working days), examination, semester break and vacations, that is strictly followed by the college to ensure smooth and efficient functioning of its teaching and administrative processes. Within the same framework, the college also prepares its own Academic calendar and Extra mural activities calendar of events and activities before the commencement of the Academic Session and the same is communicated to all. For transparency of functioning, both the University and the college academic calendars are placed on the college notice board and websites All information is reinforced during orientation of new students at the beginning of academic session.

The Principal also conducts meetings with the Teacher-in-charge(s), and entire Staff including non-teaching to ensure smooth implementation of the activities as scheduled. For the purpose of conducting Continuous Internal Evaluation, teachers prepare their schedule of teaching, class tests and assignments in accordance with their allotted time table keeping the academic calendar and planned co-curricular activities of the college in mind The students are informed well in advance about the deadline for assignment.

The institution's approach is re-oriented to suit the learner's pace, ensuring the mitigation of any pressure on the students. Academic calendar bears testament to the diverse arenas in which our students enthusiastically contribute to it

File Description	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:

Report :

Course learning outcomes are according to the Pune University for which the college is outcomes. The goals of the B.Ed. programmes aim to make education more comprehensive.

The learning objectives are presented in a variety of ways:

The institution has effectively stated and disseminated the programme outcomes, program-specific results, and course Teachers, whose primary goal is not just the learning of knowledge but also the provision of experience for the students, application of this learned information through training practice. Work experience of this nature can be accumulated from real life experiences. In addition, students will learn a variety of modern life skills, including logical reasoning, problem-solving, cognitive abilities, self-directed learning, etc.

The learning objectives are presented in a variety of ways:

Learning objectives define the expected outcome for the learner within the classroom environment. Learning objectives must be measurable within the time allotted to the classroom setting. Speakers must cover all learning objectives and content submitted on the Program Information Form. The college has a set mechanism in place to ensure that stated PLOs and CLOS are aligned throughout the semester by course teachers in the following ways :

*Continuous internal assessments are performed regularly and student grades are recorded, helping to predict their academic progress.

*Appropriate teaching methods are used to achieve effective learning outcomes. • Participation in various literary and cultural programs, competitive activities such as debates idioms, essay writing contests, quizzes, test.

• Participation in various classroom activities such as group discussions and seminars and also in extracurricular activities such as morning assembly und NSS Camps, tree planting campaigns. awareness camps, etc.

• Participation in community activities such as the visits to orphanages, blood donation camp, old age

home, Aids Awareness rally.

- Parents are informed on regular basis about the academic performance of their children
- Placement record, feedback from alumni regarding their job and excellence in various competitive exams ensures the alignment of stated PLOs and CLOS.

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

2.7.2

Average pass percentage of students during the last five years

Response:

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	98	97	73	35

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

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:

Report :

course learning effects are according to the Savitribai Phule Pune University, Pune for which the college

is affiliated. They are an essential component of the college's vision, mission, and objectives. The institution has effectively stated and circulate the programme result, program-specific results, and course.

The goals of the B.Ed. programmes aim to make education more complete. Teachers, whose primary goal is not just the learning of knowledge but also the provision of experience for the students, application of this learned information through training practice. Work experience of this nature can be assemble from real life experiences. In addition, students will learn a variety of modern life skills, including logical reasoning, problem-solving, cognitive abilities, self-directed learning, etc.

The learning objectives are presented in a variety of ways: At the beginning of academic year during orientation programme students are briefed about PLOs and CLOs. Which are additionally prominently displayed on college notice boards, college websites, and other seminars and conferences platform. The CLOs and the PLOs are frequently shared at alumni gatherings, and concerned staff members share them in the classroom. Teacher educators also knowledgeable about the objectives for learning for each subject they are teaching. A number of stakeholders, especially the parents, are informed about the course outcomes of various value added courses being run by the institution from time to time, so that they can persuade their wards towards skill-oriented and value-based courses.

The college has a PLOs and CLOs are aligned throughout the semester by course teachers in the following ways:

Continuous internal assessments are performed regularly and student grades are recorded, helping to forecast their academic progress. Connected teaching methods are used to achieve effective learning results. Participation in various literary and cultural programs, competitive activates such as debates, idioms, essay writing contests, quizzes, test.

Participation in various classroom activities such as group discussions and seminars and also in extracurricular activities such as morning assembly and tree planting campaigns, awareness camps. etc.

Participation in community activities such as the visits to orphanages, blood donation camp, old age home , Aids Awareness rally End semester house test and final exams also help ensure the understanding of stated results. Parents are informed on regular basis about the academic performance of their children. Placement records, feedback from alumni regarding their job and excellence in various competitive exams guarantee the alignment of stated PLOs and CLOs.

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

2.7.4

Performance of outgoing students in internal assessment

Response:

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

Response: 90

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:

Our institution has implemented a variety of arrangements to assess student learning needs. At the time of admission, the principal interacts parents and students to assess their needs and aspirations. Students are notified at the time of admission. The institution organizes an orientation program for students at the beginning of the new batch each year. New students were familiarized with the course, internal assessment methods, and extracurricular activities, rules and regulations as well as other facilities available in the institute . College holds aptitude tests to measure students' intellectual skills at entry level.

A variety of talent-seeking programs in various fields such as drama, literature and fine arts are organized to discover the hidden talents and hidden abilities of students. value added courses are designed for incoming students to bridge the gap between subjects studied in previous grades and the subjects to be studied in the new grades. Teacher Instructors assess students' learning needs through regular class test and house test. Student achievement is measured by their scores on these tests. Those who score below 70% are provided extra assistance to improve their performance. college organize tutoring for weak students in subjects to improve skills and skill. Based on classroom testing and internal testing, slow learners are identified and they provide remedial education. Students receive reading materials. many articles homework and assignments assigned to them. Finally, the rest exams are held to check knowledge acquired in class. Faculty staff coordinate with parents of slow learning students to meet their needs. Peer tutoring is also available to meet the learning needs of these students. The mentor-mentor interaction keeps faculty in constant contact with students, helping them academic and personal issues and stimulate the general development of the student's personality. During internship, feedback Performa

developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers. Peer group also encourage observing lessons and making constructive suggestions. They are rated on basis of various activities performed during the internship i.e. record keeping, action research, organize extracurricular activities, etc.

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

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:

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

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

File Description	Document
Data as per Data Template	View Document

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:

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

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

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:

File Description	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:

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
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:

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
3	3	0	2	3

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

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:

3.2.2.1 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
0	1	0	1	0

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:

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
6	3	2	2	4

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:

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
59	80	86	157	27

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

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:

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
162	242	76	132	124

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

3.3.4

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

Response:

Schools play a crucial role in their communities, and in turn, communities provide support to schools in order to offer quality education to all students, contributing to the overall development of society. Likewise, schools and colleges have the responsibility of identifying societal issues and needs. As a teacher training college, it is important for us to raise awareness among our students about the social needs and problems related to education, facilities, health issues, as well as government schemes and policies.

Outreach activities serve the purpose of engaging a wide audience and sharing knowledge and expertise on specific topics with the general public. Through these activities, our students learn the importance of giving back to society. Our teaching staff regularly organizes programs inspired by the Swacch Bharat Abhiyan, wherein students and teachers join hands to clean the campus. In one such activity, the students and faculty of our college participated in the cleaning of Punyadham Ashram. This event showcased the students' contribution to the community, receiving praise from the local residents. Additionally, the college students also engaged in tree plantation activities to raise awareness about environmental imbalances.

Rallies are highly effective in bringing about attitudinal changes in society. Our college organized a rally focusing on the cleaning of the surroundings and tree plantation. Students chanted slogans like "save the tree," "Swacch Parisar Sundar Bharat" (Clean Environment, Beautiful India), and "Save the Environment." These slogans captured the attention of onlookers, emphasizing the importance of nature conservation.

Community outreach activities and projects include visits to old age homes, rehabilitation centers, and

eco-sustainability drives, aiming to reach out to the less privileged and marginalized. These activities foster leadership, resilience, empathy, and a service-oriented mindset among our students. For instance, during a visit to an old age home, students interacted with lonely elderly individuals. This experience taught students the values of humanity, donation, cooperation, and service towards others. Through such outreach initiatives, young people and adults acquire and apply knowledge, skills, and attitudes necessary to develop healthy identities, manage emotions, achieve personal and collective goals, show empathy, establish positive relationships, and make responsible decisions. These programs also foster stronger relationships between students and the communities they reside in.

File Description	Document
Report of each outreach activity signed by the Principal	View Document

3.3.5

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

Response:

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
0	0	0	0	0

File Description	Document
Data as per Data Template	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:

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
4	5	4	4	4

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

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:

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

Response: 1

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

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:

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	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 institution ensures adequate availability and optimal utilization of physical infrastructure as it is critically linked to the vision of the college – aspires to offer quality teacher education to enlighten emancipate and empower the student teacher fraternity and to faster lifelong learning. Jayawantrao Sawant College of Education (B.Ed.) is situated at Hadapsar, Pune. The college possess total area of 3000sq.mts and total built up area of 2000sq.mts. The college has diverse infrastructural facilities for staffs, professors as well as students. There are multi-storey building present in the campus and have various facilities.

The college possesses total area of 3000sq.mts and total built up area of 2000sq.mts. It is spacious and all the required facilities are adequately available in our college. The college building has three floors.

On 1st floor, there is Hindi method room, Marathi method room, Science method room and English method room. Additionally, there is curriculum laboratory, ICT Resource Center, Principal Office, meeting room and administrative office. All the rooms and offices are well furnished and properly ventilated. The facility of lift is also available in each floor.

On 2nd floor, there is First Year class room, Second Year class room, Seminar Hall, Staff Room, Girls Common Room and Store Room is available which are spacious and properly ventilated and well established.

On 3rd Floor, there is First Year class room, Art and Craft Resource Centre, Activity Room, Health and Physical Resource Centre, Boy's Common room, reading Room and Library are available.

Modern Technology based on teaching and learning facilities of modern Projector is also available to attain a vast number of students at a times. College library is full of adequate number of books and every student has the rights to access the facilities available in college.

There is well maintained computer lab, the entire computer have internet access facilities which help the students to fulfill their educational needs. In each floor, pure drinking water facility is available.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	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:

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

Response: 5

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

4.1.3

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

Response:

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
0	0.01	0.87	0.02	0.36

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

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:

Jaywantrao Sawant College of education has adopted automation of library using Integrated Library Management System (ILMS) i.e. KOHA

It uses KOHA software; It is an open source integrated Library Management software (ILS).

Following are the features....

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

? It is partially automated.

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

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

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

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

^

Jaywantrao Sawant college of education Library holdings also include dissertations, and project reports on various subjects. Besides these, the Library is also equipped with the latest e-journals by the UGC-INFONET Digital Library Consortium, accessible through campus-wide LAN.

The library also provides access to Internet as well as CD/DVD based electronic resources.

library has adequate number of terminals to facilitate searching/accessing e-resources, web browsing and for other academic work. Provision has also been made to allow

downloading/printing of material from these resources. It has excellent ICT infrastructure with adequate bandwidth for fast and seamless access to Internet. It is also member of Pro-quest on MoU

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

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

4. System of recommendation for purchase of books through Departments

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

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document

4.2.2

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

Response:

JSPM’s Jayawantrao Sawant college of Education (B.Ed.) has remote access to library. IP address based remote Access is provided by the institution. Details of the gateway for the remote access are given below.

In the era of information and communication technology soft copy of all documents co-exist in the form of digital documents with printed material so to give the access for all types of digital document remote access is necessary to fulfill this requirement

- IP address based remote Access is provided by the institution .
- Institutions library offer free internet access with high speed internet to access e- resources which support students and teachers in their teaching learning process and research work as well.
- Library acquires E-resources every year as per the requirement. Selection of the e- resources depend upon scope, authentication, service, accessibility & usability.
- To provide remote access to library College has a membership of Pro-quest database on the basis of MoU with the sister institute .pro-quest is collection of many database that provide access to thousands of books,journals,magazines,newspapers, research papers, and other aggregated databases ,it is accessed through library gateway. This Facility allows library users to search, use, manage, and share information useful in teaching learning process.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document

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:

File Description	Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	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:

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	0.02	5.45	0.4	0.11

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:

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

Response: 199

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: 189

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: 242

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: 136

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: 151

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](#)

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:

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:

JSPM's Jaywantrao College of Education is committed to providing state-of-the-art Information and Communication Technology (ICT) facilities to enhance the learning and teaching experience of its students and faculty members. There is comprehensive range of ICT resources, including Wi-Fi network, advanced computer labs, and other digital tools and the systems and facilities updated time to time by the institution. . Lab in-charge is responsible to maintain and upgrade the laboratory with necessary equipment's from time to time. The Physical Verification is carried out to verify working/nonworking/missing equipment etc. Proper records of utilization of equipment's, computers and other required material for ICT Practical's are maintained throughout the year An overview of the ICT facilities available at the college, along with details are such as

ICT Facilities:

1. Computer Lab: The College features well-equipped computer lab that serve as essential resources for students pursuing courses in the field of education and other disciplines. These labs provide access to modern computer systems and software applications, empowering students to develop their digital literacy skills. In this Computer Lab more than 30 computers are for students use, 10 computers for faculty use and all computers are connected internet broad band facility.
2. Wi-Fi Connectivity: JSPM's Jaywantrao College of Education offers a campus-wide Wi-Fi network to ensure uninterrupted internet access for students and faculty. The Wi-Fi network is equipped with the latest technology and provides high-speed connectivity, enabling users to browse the internet, access online resources, and engage in collaborative learning.
3. Digital Learning Tools: JSPM's Jaywantrao College of Education recognizes the importance of integrating digital tools and resources into the learning process. As a result, the college offers a range of digital learning tools to support interactive and engaging classroom experiences. These tools may include smart boards, projectors, multimedia software, educational apps, and online platforms for collaborative learning. College use MOODLE Application to ensure all latest e-learning standards and to track the progress of student.

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

4.3.2

Student – Computer ratio for last completed academic year

Response:

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

4.3.3

Internet bandwidth available in the institution

Response:

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

Response: 150

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:

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

<p>4.4.1</p> <p>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</p> <p>Response:</p> <p>4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>36.86</td> <td>9.13</td> <td>22.23</td> <td>13.98</td> <td>12.14</td> </tr> </tbody> </table>					2021-22	2020-21	2019-20	2018-19	2017-18	36.86	9.13	22.23	13.98	12.14
2021-22	2020-21	2019-20	2018-19	2017-18										
36.86	9.13	22.23	13.98	12.14										

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

<p>4.4.2</p> <p>Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place</p> <p>Response:</p> <p>JSPM's Jayawantrao Sawant College of Education established systems and procedures for maintaining and utilizing physical, academic and support facilities such as laboratory, sports complex, computer, classroom etc. in the institute.</p> <p>The maintenance of these facilities is carried out by the respective departments with the help of in house staff on daily basis. Utmost care is being taken to keep the equipment, machine etc. in working condition. In case of breakdowns standard procedure is followed to bring the equipment/machine in working condition. A supervisor is appointed to monitor and maintain all the facilities.</p>
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A brief description is presented below on maintenance and utilization of some facilities.

? Laboratories (All Labs & Computer center): Every laboratory has one teacher as lab in-charge, a lab Assistant and an attendant. Lab in-charge is responsible to maintain and upgrade the laboratory with necessary equipment's from time to time. The Physical Verification is carried out to verify working/nonworking/missing equipment etc. All the computers, scanners and printers are checked by the computer technician for maintenance of systems and software every month. Proper records of utilization of equipment, computers and other required material for experiments are maintained throughout the year.

? Library: A well-qualified librarian with supporting staff has been appointed to maintain the library. The main focus is on the availability and utilization of instructional material in teaching and learning process. Every year the stock verification is done. Procurement of books as per the requirement is done by library committee.

? Sport complex: The sports equipments are issued to the students as per the schedule of the events. Maintenance of equipments is done by sports department. Proper records are maintained for utilization of sport facilities, activities held, awards for the students etc.

? Class Rooms: Class rooms are allocated to all departments along with necessary ICT tools. The class rooms are utilized as per the time table of the department. The Checking of ICT tools, fans, electricity connections, bulb holders is done on regular basis with the Help of Supportive staff. The class rooms are cleaned on daily basis.

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:

File Description	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

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:	
File Description	Document
Geo-tagged photographs	View Document

<p>5.1.3</p> <p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <ol style="list-style-type: none"> 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 <p>Response:</p>	
File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

<p>5.1.4</p> <p>Institution provides additional support to needy students in several ways such as:</p> <ol style="list-style-type: none"> 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 	
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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:

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:

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
44	27	33	31	27

File Description	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:

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 4

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.

Response: 1

File Description	Document
Documentary evidence in support of the claim	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:

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
0	0	1	0	0

File Description	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:

Keeping in mind that students can develop their personality only when they get an opportunity in their field of interest, we are given a platform according to their field of interest. Through the Student

council, students get opportunities to work with college admin members. It helps to develop their leadership. Students are appointed to various posts in the Student Council. The members of students' council give their contribution in colleges and internal colleges' competition, work shop, Seminars. The main purpose of formation of students council in college is to awareness about the social problems, about the various activities in the academic field. The meeting of all the members of the Student Council is held in the college within a week or as necessary. The members of student council interact with other students; other students get an opportunity to work with them. The suggestions and opinions of the members of the Student Council are also considered.

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

5.3.2

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

Response:

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
12	10	8	12	10

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:

JSPMS Jayawantrao Sawant College of Education(B.Ed.) has a registered Alumni association known as “Jayawantrao Sawant College of Education(B.Ed), Pune , on 30/09/2017.

Alumni of our college are an integral part of our college, organization. We organize students visit to the college on behalf of the alumni association. Every year alumni meet is organized in the institute. All the registered alumni can meet on one platform. Preparation and planning of their visit is done through the college. Various informative programs are organized for the alumni. Through the program, students are informed about new knowledge in the field of education. Also, with the help of former students, efforts are made to get jobs for college students. Our college always strives for the academic interest of the alumni. Efforts are made to strengthen the emotional connection of the alumni with the college.

Contributions are made through the Alumni Association as follows

1. Emotional, academic and social relations of former students of the school are strengthened.
2. All Alumni are brought to a single platform.
3. Current students are mentored by former students.
4. All alumni information is stored.
5. Various development programs are organized and planned with the help of alumni.
6. Experience, skills of experienced alumni are preferred.

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:

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:

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

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

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

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:

JSPMS Jayawantrao Sawant College of Education(B.Ed.) has a registered Alumni association known as “Jayawantrao Sawant College of Education(B.Ed), Pune , on 30/09/2017.

Objective

1. To reach engage & serve all alumni and present students by networking with one another to foster a lifelong intellectual and emotional connection.
2. To serve the need of alumni for leadership, voluntary commitment, goodwill, financial support.
3. To enhance industry academic collaboration & communication including public relations.
4. To encourage the students for social welfare activities.
5. To encourage the students and people in the society for research and development in various fields like Pharmacy & Research etc.
6. To encourage the students for higher education.
7. To organized personality development programs and value addition programs for students.
8. To help and promote anti-drug, anti-druggist activities.
9. To publish periodicals for students interests.
10. To help and guide physical disabled people through fund raising schemes.

File Description	Document
Upload any additional information	View 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:

Jayawantrao Sawant College of Education embodies a value-based education system. Despite undergoing progressive changes, we are fully committed to upholding our legacy. This legacy encompasses our core principles, values, and ethics instilled by our esteemed founder Dr. Tanaji Sawant. The college is directly managed by the JSPM governing body, headquartered in Katraj, Pune. The JSPM governing body selflessly serves and tirelessly strives for the holistic development of our students, under the guidance and leadership of the honorable founder Secretary Dr. Tanaji Sawant and the Principal Dr. Khushal Mundhe. Their life mission is dedicated to selflessly serving Jayawantrao Sawant College of Education as a whole.

The JSPM Council includes educationists and prominent individuals from the public sphere, who play an instrumental role in decision-making for the effective functioning of the institution. They embrace multidimensional positive thinking, emphasizing knowledge about energy, environmental protection, health, and the nation's economic growth as top priorities. JSPM believes in the scientific understanding of moral and spiritual laws of the soul. It adopts a scientific approach and acknowledges that nature is self-sufficient in its workings, thus we need not look outside of nature to comprehend any phenomena within it.

The institution's primary focus is to expose students to the latest educational technology, igniting their interest and engagement in acquiring multiple skills to enhance their teaching abilities and employment prospects. We motivate and train students through group discussions, seminars, and personality development workshops to meet the demands of the job market. Nurturing students into integrated individuals is a shared responsibility. The governance of the institution exemplifies effective leadership and a participatory mechanism aligned with the college's vision and mission, as outlined on the college website.

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

6.1.2

Institution practices decentralization and participative management

Response:

The institution embraces a democratic and participatory approach to governance, ensuring active involvement of all stakeholders in its administration. It operates with a well-defined structure to promote inclusive decision-making at all levels. From the Chairman of the Management Committee to the faculty and students, every stakeholder contributes to the growth and development of the college. The principal and faculty members are integral parts of the managing committee, and the college management takes effective measures to encourage and support staff involvement in enhancing the college's effectiveness and efficiency throughout the year.

Within the college, there exists a representative body for students known as the "Student Council." This council follows the Class Representative (CR) system, where a student from each class represents their fellow classmates. Regular meetings are held to ensure the system's efficiency in voicing the students' interests and opinions. Student Council meetings play a significant role in evaluating the teaching, learning, and support services provided by the institution. In addition to showcasing their leadership skills, students organize domain-specific events, extracurricular activities, competitions, and expert talks.

The Student Council comprises the following positions: Secretary, Class Representatives, University Representative, Ladies Representative. Council members are elected according to established rules. The selection process involves students submitting nomination forms for specific positions, followed by voting where transparency is maintained through the involvement of senior teachers and a couple of students in the vote counting process. The elected members are announced during assembly sessions.

To foster decentralization and participatory management, the college has assigned different responsibilities to teaching and non-teaching staff members. This promotes a sense of shared decision-making and distributed authority throughout the institution.

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

6.1.3

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

Response:

Financial Transparency:

The college ensures financial transparency through meticulous preparation of an annual budget, which aids in streamlining operations. The budget is allocated to different categories such as college accounts, among others. The institution conducts regular internal and external financial audits at the end of each financial year. Auditors visit the college at regular intervals, meticulously verifying all financial transactions using supporting documents and proper authority approvals. They execute planned procedures to obtain reasonable assurance regarding the absence of significant misstatements in the financial statements. Based on these audits, the auditors issue an audit report to the college, providing a true and fair view of the financial statements. The financial statements are then signed and approved by both the Auditor and Management. The auditors also produce an "Audit Report" based on the audited financial statements.

Academic Transparency:

Transparency is also upheld in the academic operations of the college. All guidelines provided by SPPU and UGC are diligently followed. Prior to the commencement of each session, a college academic calendar is prepared, outlining all academic and non-academic activities in advance. This calendar is circulated among all faculty members. Timetables and workloads are also created and distributed accordingly. The use of technology is encouraged to enhance the teaching-learning process, and regular tests are scheduled to assess students progress. Additionally internal examination is conducted before students sit for the final examination administered by the university. An Examination Coordinator takes responsibility for submitting student applications for exams, preparing the date sheet, managing seating arrangements, maintaining absentee records, and creating the accounting question papers. The examination coordinator collaborates with the institution's examination committee to ensure a smooth examination process. The Principal holds overall responsibility for the administration and academic functioning of the institution, adhering to both management policies and mandatory regulations.

Administrative Transparency:

All administrative activities are conducted fairly and transparently. Comprehensive records are maintained for student admissions, examinations, purchases, accounts, and inventory. These records are regularly uploaded and made accessible. The admission process is merit-based and fair, involving entrance tests conducted by CET Cell, Govt. of Maharashtra.

The library is partially automated with records kept for book issuance and returns. The librarian is responsible for the process of book selection, purchase, and accessioning in the college library.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The Jayawantrao Sawant College of Education, located on Handewadi Road, Hadapsar, Pune, effectively implements its institutional strategic plan. This plan aligns with the college's overarching goals and is dedicated to delivering high-quality higher education, conducting research, and producing skill-oriented human resources. The strategic plan focuses on various core themes that drive the college's development and pursuit of success in a systematic and balanced manner. Enhancing academic and support facilities for students is identified as one of the measures outlined in the perspective plan. By adhering to this plan, the college endeavors to serve as a roadmap for student achievement and foster the growth and development of the institution as well as its all stakeholders.

Strategic Plan deployment of Sustainable Infrastructure

Sustainable as well as quality Infrastructure is very important for the society and nations economy. The institution ensures to provide Sustainable Infrastructure as its strategic goal, to acquire the goal institution follows the key themes as given below

- Classroom equipped with ICT facilities.
- Availability of sport facility
- Availability of eBooks/books and journal publications based on curriculum requirement
- Producing clean energy,
- Absorbing heat to lower indoor room temperature
- Positively impacting our environment
- Pollution Free Healthy Environment
- Use of Reusable Water Bottles and Coffee Mugs...
- Waste control chemicals and e-waste management
- Use of LED bulbs in college
- Conducting energy audit
- Dustbins at the Premises
- Waste control in entire campus
- No use of plastic in campus
- Use of dust proof chalks in classrooms
- Minimum use of Photocopy / Printing
- Rain water harvesting
- Waste water recycling
- Reservoirs /tanks /bore wells
- Underground water tank
- Solar system As an Alternate source of energy

In this way our institution deployed the strategic goal of Sustainable Infrastructure

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

6.2.2

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

Response:

Policies:

The Governing body of institution defines all the policies and the way to implement all the policies are often guided by the same body. The college governing body grants approval and ratification of various policy decisions of the college. It approves budgets for administrative, academic and research programmes and activities. Governing body also helps to make regulations for various co-curricular and extra-curricular activities. The Principal of the college has the power to construct committees and cells according to the needs of the institution. The college has different committees and cells like IQAC, Anti Raging, academic, cultural, examination, finance and development, research & and extension activities etc. which make their policy by periodic meetings with principal. Regular meetings are held in order to maintain continuous communication between staff and principal. All the meetings and decisions taken are monitored by the IQAC, which through its course, the principal to build an environment of academic excellence in the college.

Administrative Setup:

Jayawantrao Sawant College of Education Hadapsar has a well-defined organizational structure. The College is managed by JSPM Institute. Our Governing Body reviews and evaluates the academic progress, administrative processes and co-curricular and extension activities of the College. Different committees are constituted for quality administration. The Academic Committee reviews the academic and administrative functioning of the College. The Finance Committee approves proposals for the development of infrastructure and scholarships, prizes and certificates on the recommendations of the Academic Committee. All rules and regulations are stated in the service manual drafted by the Governing Council. The Principal is responsible for the College functions and growth including administrative, academic, cocurricular, extra-curricular and extension programme. IQAC of the college is involved in developing a quality system for the improvement of academic and administrative performance of the College. The College calendar is prepared for various academic and non-academic events. List of holidays, dates of Exam and University Examination, numerous college events like morning assemblies and competitions are also mentioned there. Staff members have been designated as Coordinators or members of various committees and cells. Students are involved as active members of the committees and cells.

Service rules:

JSPM's Jayawantrao Sawant college of Education is affiliated to SPPU Pune, it follows all the rules and

academic calendar of the university to organize all the curricular, extra-curricular & co-curricular activities of academic year. All staff is oriented about the Administrative and Service Manual available in the institution. Faculties are educated about conditions of service, roles and responsibilities, discharge of duties, increments, kinds of leave, code of conduct, incentive for attending Faculty Development Program, incentive for achieving academic excellence and others.

Appointment:

Criteria for the selection of teaching and non-teaching staff are completely based upon the norms and conditions of NCTE, UGC and the affiliating university. For that advertisement is published in National as well as local newspapers. Eligible candidates are invited for the interview which is taken by selection committee and nominees of Vice Chancellor, SPPU Pune. The qualification, teaching experience and other eligibility for recruitment is as prescribed by state Government / UGC / NCTE and the affiliating university.

File Description	Document
Documentary evidence in support of the claim	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:

File Description	Document
Screen shots of user interfaces of each module	View Document
Data as per Data Template	View Document

6.2.4

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

Response:

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

In the pursuance for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college established the Internal Quality Assurance Cell. As soon as the IQAC was established in the college, the process of quality enhancement and sustenance was begun through different strategies. The IQAC is consistently working on to promote the quality culture in its all spheres of the college activities and its efforts towards promoting holistic academic excellence. The IQAC monitors the implementation of vision and mission of the college. IQAC prepares perspective plan of development for the college and execute it in a strategic plan of every year. It has been trying to institutionalize number of quality assurance strategies such as digitization of academic and administration facilities, gender equality, strengthening extension activities etc. Since then IQAC has become instrumental in suggesting a number of quality improvement measures in the college. During the assessment period the IQAC seen successful in implementing and introducing several curricular, cocurricular and extra- curricular activities.

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

1. Communication of information on the various quality parameters of higher education development of quality benchmarks for the various academic and administrative activities of the institution
2. Documentation of the various activities leading to quality improvement.
3. Obtaining, analyzing and action taken on feedback responses from students, parents, and alumni on quality-related institutional processes

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

1. Feedback from Students, Alumni, Principals and Teacher Educators.
2. Improved teaching-learning and evaluation process
3. Effective delivery of curriculum and enhanced usage of ICT tools
4. Organizing Seminars/Workshops/Conferences and Endowment lecture series
5. Recognizing and felicitating distinguished alumni
6. Organizing staff training programmes.
7. Academic Audit
8. Clean and Green Campus

File Description	Document
Minutes of the meeting with seal and signature of the Principal	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:

Various welfare measures are being practiced in the institution for teaching and non -teaching staff which are as followed.

Welfare measures for teaching staff

1. Duty leave
2. Financial support to the teachers for their professional growth
3. Free health services (free medical check-ups and free consultation)
4. Maternity/paternity leave
5. EPFO
6. Transportation

Welfare measures for Non-teaching staff

1. Financial support for trainings and workshops for professional growth
2. Provision of residence to non-teaching and supporting staff
3. Free health services (free medical check-ups) for teaching and non-teaching staff
4. Maternity/paternity leave
5. EPFO
6. Uniforms for supporting staff
7. Transportation

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	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:

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
2	3	4	0	2

File Description	Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	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:

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
2	2	2	2	2

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

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:

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
0	2	0	0	2

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

6.3.5

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

Response:

A good performance management system works towards the improvement of the overall organizational

Performance of teams and individuals for ensuring the achievements of the overall organizational mission and vision. An effective performance management system plays a crucial role in managing the organization in an efficient manner.

Further, at the end of each Year, feedback forms are issued to the students for each of the courses attended by them. The feedback forms in the form of questionnaire collect information about the teacher and different aspects pertaining to the teaching process. A team consisting of the Head of the Department and Senior Professor in the Department goes through the feedback forms collected from the students and suggest suitable measures to improve the teaching-learning process

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

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

The whole process of auditing involves a careful scrutiny of the balance sheet of the college along with receipts and payments of the respective year. Any query, questions or objections raised by auditors are promptly dealt and addressed. Proper record of all expenses is maintained by the Accounts Department and is audited by the internal auditor on regular basis. The internal audit is the part of the institution and carried out on regular basis by the independent chartered accountant appointed by the management of the institution. The internal audit unit verifies the supporting documents involving examination

of vouchers, bill payments, quotations and approval from the Management. The college boasts of a robust and transparent financial management system. We have well laid down rules and processes for sanctioning expenditure and submission of expense summary for all college activities. Permission is secured from the principal for all upcoming expenses which is submitted to the accounts branch for release of funds. Emphasis is placed upon e-payment wherever feasible. After the event documentary evidence in the form of invoice, vouchers or receipt duly compiled in the form of an expense statement is submitted.

File Description	Document
Report of Auditors of last five years signed by the Principal	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:

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

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

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

The details of the mobilization of funds for the last 5 years
 Optimal Utilization of Resources:
 Institution Budget:
 Every year annual budget is prepared well in advance as per the needs and

requirements of the college. It incorporates budgets of academic department, research activities, computer lab, psychology lab, Library and sports. As per budget the Principal proceeds with the planned activities.

Purchase Committee:

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

Accounts and Audit:

All funds mobilized are properly accounted for in the account books. The audited utilization statement of accounts is submitted to the funding agencies for specific grants. Every year the institution conducts external and internal financial audits by appointing statutory auditor in the annual general meeting.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	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:

In the pursuance for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college established the Internal Quality Assurance Cell. As soon as the IQAC was established in the college, the process of quality enhancement and sustenance was begun through different strategies. The IQAC is consistently working on to promote the quality culture in its all spheres of the college activities by channelized efforts towards promoting holistic academic excellence. The IQAC monitors the implementation of vision and mission of the college. IQAC prepares perspective plan of development for the college and execute it in a strategic plan of every year. It has been trying to institutionalize number of quality assurance strategies such as digitization of academic and administration facilities, gender equality, strengthening extension activities etc. Since then IQAC has become instrumental in suggesting a number of quality improvement measures in the college. During the assessment period the IQAC was successful in implementing and introducing several curricular, curricular and extra- curricular activities.

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

1. Communication of information on the various quality parameters of higher education elopement of quality benchmarks for the various academic and administrative activities of the institution
2. Documentation of the various activities leading to quality improvement.
3. Obtaining, analyzing and action taken on feedback responses from students, parents, and alumni on quality-related institutional processes

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

1. Feedback from Students, Alumni, Principals and Teacher Educators.
2. Improved teaching-learning and evaluation process
3. Effective delivery of curriculum and enhanced usage of ICT tools
4. Organizing Seminars/Workshops/Conferences and Endowment lecture series
5. Recognizing and felicitating distinguished alumni
6. Organizing staff training programmers.
7. Academic Audit

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

6.5.2

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

Response:

IQAC in college is a significant Administrative body that is responsible for quality of Education. The role of IQAC in maintaining quality in teaching learning and evaluation.

The IQAC of the college has performing several mechanisms to review the effectiveness of the teaching learning process.

1. The IQAC of the college has promoted co-curricular, extra-curriculum and other types of activities as a part of asserting quality in teaching, learning and evaluation.

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

college/institution.

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

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

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

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

7. Different campus interview and placement drives are planned.

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

9. Academic Audit has done under IQAC.

10. Effective assessment evaluation strategies are discussed and implemented under IQAC.

11. The IQAC of the college has organize quality based seminar and workshops for students.

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

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:

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
2	2	0	2	2

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
Data as per Data Template	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:

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document

6.5.5

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

Response:

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

Cleanness in Campus:

1. Provide Door mats in each class.
2. Keep trash bins in each working station and class.
3. Removal of the broken, waste and unusable material.
4. Encourage students and teachers to keep things away immediately after use.
5. Cleanliness activities as part of community service.

Plantation in Campus:

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

Social Issue Awareness rally Program:

Street play and rally are organized among villages to relies and building capacity for solving, understanding of the different social issues.

Some more highlights of the quality initiatives taken by the institution
Smart board for effective teaching learning Value added courses have been introduced by the college. College website has been redesigned Administrative Initiatives

- Training sessions regarding new policies initiated by management from time to time.
- Computer Training for Non- teaching staff
- Yoga for stress management
- Soft skill training Staff are encouraged to attend workshops and training program

File Description	Document
Relevant documentary evidence in support of the claim	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:

Jayawantrao Sawant college of Education currently have three generators, that is of 165,260,320 KVA generators as an alternative source to meet its power requirements. In the future, the college for alternative sources is poised to formulate a systematic energy policy of energy conservation methods and has considered to work seriously on it.

Institution organizes awareness programs on energy conservation practices for non-teaching and supporting staff annually. Institution organizes awareness programs on energy conservation practices for non-teaching and supporting staff annually. Roof Top Solar Power Plant is installed and it will meet most of the power demand by the institute. Education of energy conservation is part of the contemporary curriculum to create awareness among students on energy conservation. Institute conducts energy audit annually to improve energy conservation.

Solar is one of the easy ways to cut down electricity costs at institution. In our area, we receive around 330 days of sunshine a year. Compared to the rest of the other areas, we are in the driver's seat to utilize a large portion of the Sun's energy.

File Description	Document
Institution energy policy document	View Document

7.1.2

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

Response:

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

All dry material like files, paper, old furniture, plastic is regularly given to recycling agents. There are separate bins for wet and dry waste. Use of plastic is banned and all efforts are being made to make the campus plastic free. The wet waste such as kitchen and garden waste is disposed off into the separate

dustbins. E- Waste is disposed in separate bin and is further sent to recycle to the recycling agents thus generating some income for outreach activities. Teachers ask students to submit their assignments through mails or pen drives instead of using CD's. The message to save water is spread by telling the students to turn off the taps while washing hands, and leaking taps are reported and repaired immediately. Efforts are taken by the management to reduce wastage of water in canteens, washroom and even drinking water.

Rain water harvesting is done regularly and students are also made aware of that. The collected rain water is further used for watering the plants, washing, etc.

There is the availability of a proper functional drainage system in the college. The waste collected from the campus is collected by the garbage collector and recycled as per the policy of Municipal Corporation, Pune.

Vermicomposting is an eco-friendly process that recycles organic waste into compost and produces valuable nutrients, making compost by using earthworms is the principle involved. The organic matter is collected in pits.

Best out of waste competitions in the college to encourage students to minimize the wastage and enable them to educate others also.

The college will adopt the principles of "Maximum sustainable waste management" in the delivery of its waste management services. The college will apply 'squander various levelled approach', to diminish, reuse, and recuperate by products in preference to the removal of waste to landfill. The college knows the importance of waste management and takes all the efforts to maintain it in the campus.

File Description	Document
Documentary evidence in support of the claim	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:

File Description	Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	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:

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

7.1.5

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

Response:

By enforcing the Prime Minister's "Swachh Bharat Mission", Jayavantrao Sawant College of education is always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs. Jayavantrao Sawant College of education envisions a Clean and Green Campus where environmental friendly practices and education combine to promote sustainable and eco-friendly practices in the campus and beyond the campus. The green campus concept offers the institution an opportunity to take the lead in redefining its environmental culture through instilling environmental ethics among students and staff. The Institute also promotes Clean and Green campus through adopting, practicing and promoting environmental friendly practices among students and staff to generate Eco-consciousness among them and in the world around them.

Jayavantrao Sawant College of education is a quality conscious college. It protects its own environment with its green campus initiatives and maintains a pollution free green and clean campus. Environment development is its basic work with the educational policies implemented on the campus. The Institution is committed to managing its campus in accordance with responsibilities towards promoting sustainable

environment. These responsibilities can be demonstrated with in the following areas:

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

1.Green Environment and Clean Campus

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

1. Tapping Solar Energy

Sun rays tapped in photovoltaic cells can be converted into energy, known as solar energy. The two effective processes considered to be very effective to tap solar energy are photovoltaics and solar thermal technology. Solar thermal power plants use heat from the sun to create steam, which can then be used to make electricity. On a smaller scale, solar panels that harness thermal energy can be used for heating water in homes, other buildings, and swimming pools

Placing solar panels on this vacant terrace area can turn your rooftop into a value-adding asset by

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

File Description	Document
Documents and/or photographs in support of the claim	View Document

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:

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	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:

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
0	0.007	0.01	0.05	0.04

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

7.1.8

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

Response:

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

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

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

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:

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	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
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice I

Title of the Practice: ENVIRONMENT CONSCIOUSNESS

Objectives of the Practice:

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

The Practice:

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

Students and staff are motivated to use jute bags or cotton bags. The students and staff have planted several tree saplings during various tree plantation programmes organized by the institution and all these plants are taken care of and maintained by the gardeners of the institution. Care is taken to ensure that the college environment has low levels of carbon emission and low pollution levels so that the campus is healthy for all. The college is declared as ‘No Tobacco Zone’.

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

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

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

Best Practice II

Title of the Practice: Implimentation of OBE

Objectives of the Practice:

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

The Practice:

1. In line with the Mission, and taking into account Inputs from SRA, affiliating university, the Program learning outcomes (PLOs) were established. The feedback from wide range of stakeholders is considered to finalize the statements. The mapping matrix of PLO and Mission is articulated.
2. The Course learning outcomes (CLO) for each course were established from the Course Objectives provided by BoS. The Blooms taxonomy action verbs is used to state outcomes, so to facilitate the measurement through assessment. We establish CLOs for each unit covering the course.
3. The mapping matrix of PLO-CLO is prepared and the correlation strength (Slight-Moderate-Substantial) is justified.
4. The CLO attainment is obtained through various direct and indirect methods of assessment. The benchmark and targets were set as per defined policy. The weightage assigned for Internal continuous assessment is 40% and that for University assessment is 60%. The attainment is compared with set targets and action plan is suggested for improvements.
5. For a particular batch, the attainment of PLO is obtained through direct and indirect method. Based on PLO-CLO mapping strength and CLO attainments, the PLO direct attainment is worked out(80%). The indirect PLO attainment is obtained from stakeholders survey and feedback (20%). The overall PLO attainment for a batch is compared to set targets. Action plan is taken for identified observation for a gap.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

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

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

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

College also commemorates the national festivals and International days including Yoga

Day, Earth day, Environment day, Science Day, and has taken noble initiatives like 'Yoga For Humanity'. College regularly conducts Physiotherapy and health camps for the neighborhood rural population.

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

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document

5. CONCLUSION

Additional Information :

JSPM educational trust run multidisciplinary schools and colleges in the area of Maharashtra. This trust always develop students socially, ethically, economically & culturally.

Concluding Remarks :

Renowned as the best teacher education college of the Marathi speaking States, this College focuses on curriculum that is challenging and demanding to engage its students deeply in practical activities. Being responsive to socio-economic conditions and environmental issues, the institution takes pride in strengthening students' personal and professional personalities. Excellence in diverse areas should be recognized and rewarded. Growth and development is a continuous process rather than an event. The network of "opinion" which apex bodies, in-house statutory bodies, external audit measures, stakeholders operate with us reflects our capabilities. The set ideas constructed by psychologists, philosophers, sociologists and pedagogical point of views are adopted and practised by this college. This evolves a self-study which results in a 'self-concept' appraisal and reflective practices which gives a positive healthy direction to the institutional functioning. It has a phenomenal record for healthy, realistic and supportive measures for women and child well-being, as well as accommodating individual differences. The eco-system of this college encompasses objectives, teachers, students, a curriculum, materials and resources, provision of activities, time-table, work schedules, an evaluation system, and teaching methodologies to create a socio-emotional climate.

Continuous assessment is a balance between the undesirable extremes of incessant (e.g. daily) and quantum (e.g. annual) assessment following the prescribed guidelines. NAAC parameters, NCTE norms, NEP2020 norms, international benchmarks to audit our academic, administrative and other general aspects of quality inputs which controls, enrich and empower performance. We are independent and accountable in assuring quality. MoUs and networking has made us more professional in our approach towards quality benchmarking. The governance has periodically assessed the performance in auditing Economy, Efficiency and Effectiveness (EEE). The 3 E's have proved our worthiness being met reasonably in increasing stakeholders satisfaction, reducing and managing wastage and gaps, to align operation with the mission and strategy. Thus, the institute is on the journey of creating resourceful, rich, knowledgeable teachers for the nation and at global level.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>14</td> <td>14</td> <td>14</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table> <p>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>38</td> <td>38</td> <td>38</td> <td>38</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>28</td> <td>28</td> <td>28</td> <td>28</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	14	14	14	14	14	2021-22	2020-21	2019-20	2018-19	2017-18	10	10	10	10	10	2021-22	2020-21	2019-20	2018-19	2017-18	38	38	38	38	38	2021-22	2020-21	2019-20	2018-19	2017-18	28	28	28	28	28
2021-22	2020-21	2019-20	2018-19	2017-18																																					
14	14	14	14	14																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
10	10	10	10	10																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
38	38	38	38	38																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
28	28	28	28	28																																					
2.2.4	<p>Student-Mentor ratio for the last completed academic year</p> <p>2.2.4.1. Number of mentors in the Institution Answer before DVV Verification : 7 Answer after DVV Verification: 5</p> <p>Remark : Input is edited from supporting documents.</p>																																								
2.3.3	<p>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..</p> <p>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 Answer before DVV Verification : 190 Answer after DVV Verification: 100</p>																																								

Remark : Input is edited from supporting documents.

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**

Answer before DVV Verification : A. Any 5 or more of the above

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

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**

Answer before DVV Verification : A. All of the above

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

Remark : Input is edited from clarification documents.

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

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

Answer before DVV Verification : 156

Answer after DVV Verification: 130

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
---------	---------	---------	---------	---------

189	194	194	168	114
-----	-----	-----	-----	-----

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
98	98	97	73	35

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

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

Answer After DVV Verification: C. Any 2 of the above

Remark : Input s edited from clarification documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	1	3	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	0	2	3

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
---------	---------	---------	---------	---------

0	1	0	1	0
---	---	---	---	---

Answer After DVV Verification :

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

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
225	91	70	86	119

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
59	80	86	157	27

Remark : Input is edited from supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
200	200	200	183	118

Answer After DVV Verification :

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

Remark : Average number of linkages for Faculty exchange, Student exchange,are to be considered here input is edited according ti it.

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.

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

	<p>Answer before DVV Verification : 8 Answer after DVV Verification: 5 4.1.2.2. Number of Classrooms and seminar hall(s) in the institution Answer before DVV Verification : 8</p>																				
4.3.4	<p>Facilities for e-content development are available in the institution such as</p> <ol style="list-style-type: none"> 1. Studio / Live studio 2. Content distribution system 3. Lecture Capturing System (LCS) 4. Teleprompter 5. Editing and graphic unit <p>Answer before DVV Verification : C. Any 2 or 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input is edited form clarification documents.</p>																				
6.3.3	<p>Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.</p> <p>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 Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>2</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	3	3	2	2	3	2021-22	2020-21	2019-20	2018-19	2017-18	2	2	2	2	2
2021-22	2020-21	2019-20	2018-19	2017-18																	
3	3	2	2	3																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2	2	2	2	2																	
6.3.4	<p>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</p> <p>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 Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	16	16	16	16	16	2021-22	2020-21	2019-20	2018-19	2017-18	0	2	0	0	2
2021-22	2020-21	2019-20	2018-19	2017-18																	
16	16	16	16	16																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	2	0	0	2																	

Remark : Input is edited by excluding the one-day programs .

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**

Answer before DVV Verification : B. Any 3 of the above
 Answer After DVV Verification: C. Any 2 of the above
 Remark : Input is edited from clarification documents.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>200</td> <td>200</td> <td>200</td> <td>183</td> <td>118</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>200</td> <td>200</td> <td>200</td> <td>183</td> <td>118</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	200	200	200	183	118	2021-22	2020-21	2019-20	2018-19	2017-18	200	200	200	183	118
2021-22	2020-21	2019-20	2018-19	2017-18																	
200	200	200	183	118																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
200	200	200	183	118																	
1.4	<p>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>200</td> <td>200</td> <td>200</td> <td>175</td> <td>118</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>100</td> <td>83</td> <td>35</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	200	200	200	175	118	2021-22	2020-21	2019-20	2018-19	2017-18	100	100	100	83	35
2021-22	2020-21	2019-20	2018-19	2017-18																	
200	200	200	175	118																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
100	100	100	83	35																	
2.2	Number of Computers in the institution for academic purposes..																				

Answer before DVV Verification : 30

Answer after DVV Verification : 40