YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution   S.P.MANDALI'S TILAK COLLEGE OF
                                                        EDUCATION, PUNE

- Name of the Head of the institution   Dr. Radhika Narendra Inamdar

- Designation   Principal

- Does the institution function from its own   No
  campus?

- Alternate phone No.   02029998228

- Mobile No: 8788117832

- Registered e-mail ID (Principal)   spmtilak1941@gmail.com

- Alternate Email ID   tilakcollege1941@gmail.com

- Address   1663/2 S P COLLEGE CAMPUS
                                               SADASHIV PETH

- City/Town   PUNE

- State/UT   Maharashtra

- Pin Code   411030

2.Institutional status

- Teacher Education/ Special   Teacher Education
  Education/Physical Education:

- Type of Institution   Co-education

- Location **Urban**

- Financial Status **Grants-in aid**

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

- Name of the IQAC Co-ordinator/Director **Dr. Rajendra Chandrakant Thigale**

- Phone No. **02029998228**

- Alternate phone No.(IQAC) **02029998228**

- Mobile (IQAC) **8263838388**

- IQAC e-mail address **tiakcollege1941@gmail.com**

- Alternate e-mail address (IQAC) **rajendra65@gmail.com**

3.Website address https://tilakcollegeofeducation.edu.in/

- Web-link of the AQAR: (Previous Academic Year) https://tilakcollegeofeducation.edu.in/wp-content/uploads/2022/12/AQAR-2020-21.pdf

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

- if yes, whether it is uploaded in the Institutional website Web link: https://tilakcollegeofeducation.edu.in/wp-content/uploads/2022/12/Acadamic-Calender-b.ed-and-m.ed-2021-22.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B+**	**76.25**	**2004**	**08/01/2004**	**07/01/2009**
Cycle 2	**A**	**3.11**	**2013**	**25/10/2013**	**24/10/2018**

6.Date of Establishment of IQAC **28/08/2005**

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

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

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

- Upload latest notification of formation of IQAC   [View File](#)

9.No. of IQAC meetings held during the year   **4**

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

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

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

- If yes, mention the amount

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

• Minor and major Research project grants for faculty members • One computer and one laptop is purchased • Two Online lecture series were started one from 20th Jan 2022 and another held on 20th day of each month. Whereas one will be held on 5th Feb 2022 decided & held on 5th day of each month • Prepare the year plan of the college the perspective plan is divided into academic, research extension, infrastructure, student support, and governance • Prepare the strategies for online Teaching, Learning & Evaluation Process (Due to Covid 19 Situation) • Feedback - As recommended by NAAC IQAC initiated a feedback system for the Academic year • Conducted Outreach activity with the Door step school, Pune. • Established MOUs with two national Organizations.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may

be provided).

Plan of Action	Achievements/Outcomes
Planning of Academic Activities and development of Academic Calendar	Academic Calendar 2021-22 was developed
To purchase One computer and one laptop	One computer and one laptop is purchased
To Sign the MOU with Ramanujan College and conduct one online FDP during the academic year 2021-22	MOU with Ramanujan College signed and one online Refresher course conducted from 15th January 2022.
To Plan Two Online lecture series from 20th Jan 2022 and will be held on 20th day of each month. Whereas one will be held on 5th Feb 2022	Two Online lecture series were started one from 20th Jan 2022 and another held on 20th day of each month. Whereas one will be held on 5th Feb 2022 decided & held on 5th day of each month.
To make the provision of seed money for minor research project of two researchers from college staff members.	The college made provision of seed money for minor research project will be given to two researchers from college staff members.
To enhance the quality of teaching and learning process and use of online platforms.	It is decided that the faculty members will use Google classroom platform a free learning management system and zoom platform will be continued for supporting and enhancing the quality of teaching-learning process.
To publish two online journals one in English and other in Marathi and allocation of total 50000/- was done for the same 25000/- for English and 25000/- for Marathi Journal.	The decision taken to publish two online journals one in English and other in Marathi and allocation of total 50000/- was done for the same 25000/- for English and 25000/- for Marathi Journal.
To Organize state, National and International conferences and workshops.	The state, National and International conferences and workshops conducted.

05-06-2023 10:06:54

To Organize Staff academy lecture series executed from March 2022.	Staff academy lecture series executed from March 2022.
To Renovate the library.	Renovation of library will be done within a year that IQAC decisions were put in front of the CDC and management.
To Purchase LMS	The LMS providers will be identified on top priority basis and quotations will be collected from them as early as possible.

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development Committee	24/12/2021

14.Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	S.P.MANDALI'S TILAK COLLEGE OF EDUCATION, PUNE
• Name of the Head of the institution	Dr. Radhika Narendra Inamdar
• Designation	Principal
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College Development Committee	24/12/2021

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022	24/12/2022

15.Multidisciplinary / interdisciplinary

16.Academic bank of credits (ABC):

17.Skill development:

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

Indian Philosophical schools are included in the syllabus of M.Ed Course 201, Philoshphy of education.

IndianEducationists and their thoughts also included in this course

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

The College has developed Course Learning Outcomes and Programme Learning Outcomes before the commencement of Academic Year. These CLO's and PLO's are communicated to all the faculty members by the Principal. The faculty members declared the CLO's and PLO's to the concerned student-teachers. During the academic year, while curriculum transaction faculty members are focusing on them, faculties also developed various assessment tools, evaluation rubrics and use them in concurrent assessment. The college has facility to assessthe student-teachers with formative assessment tools, The College develops special guidance programme for the student-teachers as well as there is an arrangement of remedial teaching also.

20.Distance education/online education:

Extended Profile

2.Student

2.1 Number of students on roll during the year	**258**

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	**300**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**150**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**130**

File Description	Documents
Data Template	[View File]

2.5Number of graduating students during the year	**118**

File Description	Documents
Data Template	[View File]

2.6 Number of students enrolled during the year	**258**

File Description	Documents
Data Template	[View File]

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**55,55,650**

4.2 Total number of computers on campus for academic purposes	**23**

5.Teacher

5.1 Number of full-time teachers during the year:	**17**

File Description	Documents
Data Template	[View File]
Data Template	[View File]

5.2 Number of sanctioned posts for the year:	**28**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The college adheres to the guidelines laid down by the Savitribai Phule Pune University Pune in particular. All faculty members given their inputs to prepare years plan to provide 180 days of teaching in a academic year. The college Staff put in extra effort to conduct extra classes (if needs be) to complete the course syllabus and also give the guidelines about the nature of examination. The principal conduct meeting with IQAC and other staff members to prepares year plan of events for the entire academic year. Accordingly a year plan Implementation process takes place under the supervision of the head of the Institution. On the 1st day of the college a staff meeting was held and detailed discussion regarding the effective implementation of the curriculum and co-curricular activities. Various committees were formed to carry various responsibilities. Course in-charge professor conduct the meeting of concerned professors who are involved in course teaching and distribute the portion of syllabus along with practical and activity work. Course in-charge maintained the record of activities and practical work.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the	D. Any 2 of the above

curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	D. Any 1 of the Above

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

1.2 - Academic Flexibility

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

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

16

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

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

0

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

1

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

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

0

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

0

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

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

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

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

0

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

1

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

1.3 - Curriculum Enrichment

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

Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each

• A fundamental or coherent understanding of the field of teacher education

• Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

• Capability to extrapolate from what one has learnt and apply acquired competencies

• Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

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

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

- Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to:

• Development of school system

- **Functioning of various Boards of School Education**

- **Functional differences among them**

- **Assessment systems**

- **Norms and standards**

- **State-wise variations**

- **International and comparative perspective**

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

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

In the curriculum there is one month internship program and for the second year there is Four months internship program have planned. The institution has been arranged program in various schools. During this program students have engaged themselves to conduct Block teaching and other curricular activities which keeps interconnected to the various learning engagement. Short research activity also completed in this program under the Basics of research.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum –	**One of the above**

semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

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

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

129

2.1.1.1 - Number of students enrolled during the year

129

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

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

35

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

35

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

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

5

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

5

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

2.2 - Honoring Student Diversity

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

In our Institute students come from CET cell centralized admission process. The Tilak college of Education provides personalized attention to every student while taking admission. After admission process content paper course in- charge professor conducts student's specialized subject's entry level content tests to access level of learning of student's teacher.

Student's self-introduction programme-within 15 days after admission principal conduct student's self-introduction programme. Skills, strength, weakness,

Hobbies special achievement, oral communication test- of student's etc. information taken through Students self-introduction programme. Beginning, voice, language, Body Language, Confidence, Logical flow and enthusiasm, attire and appearance etc. factors observe and evaluate In oral communication test by professors.Course wise academic support provided to the students in the content paper by the professors.Faculty members organized activities for the advanced and slow learners .Poster making session, Book show,Geography Day,Marathi Bhasha ,Science Day, Seminar, power point presentation etc.activities organized for learners for enhancing knowledge.

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

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

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:9

2.2.4.1 - Number of mentors in the Institution

11

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

2.3 - Teaching- Learning Process

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

The main function of teaching is to make learning effective and meaningful. The learning process would get completed as a result of teaching. So, teaching and learning are closely related to each other. Learning is made more student-centric through a combination of old and new methods of teaching. In order to motivate the students beyond the scope of theoretical knowledge various student-centric learning methods like experiential learning, problem solving, workshops, seminars, group discussions, institutional visit, internship etc. have been adopted by the institution. Different student support systems are available in the college

like Library, Computer Lab, Reading Room, ICT based classrooms. Student-centric methods are an integral part of the pedagogy adopted by the faculty for which the college provides all possible support such as: Smart classrooms, Interactive projectors and smart boards, Internet Facility, Fund for purchase of books and references, Fund for organizing workshops, seminars and conferences.

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

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

02

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	**Nil**
Any other relevant information	**No File Uploaded**

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

258

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Three of the above**

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

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

Mentoring is essentially about extending necessary support to build in confidence and help the mentee to achieve all round development of the personality. Mentoring is not the same as training, teaching or coaching, and a mentor need not be a qualified trainer or an expert in the role the mentee carries out. There is Systematic Student Mentoring System followed by the institution. 15 guidance and counselling Cell Groups are formed (11 for B.Ed. and 4 for M.Ed.) and approximately 8 students are assigned to a faculty member at the commencement of the program. Mentors meet their students and guide them with their studies and extracurricular activities. They also provide advice relating to career guidance and personal problems. Parents of the students are timely informed wherever the necessity arises such as lack of attendance, poor academic performance and psycho-social problems. It manages student personal information, academic performance, participation in Curricular and Co-curricular activities and employment information.

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

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

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

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

The College makes continuous and conscious efforts to enable its students to realize their potential and evolve as leaders and transforming agents of society. Some of the methods and approach through discussions, guest lecture, social service activity, field visits to encourage greater participation and interactive learning. Jana Prabodhini Pashala, Pune. V. R. Ruyia Muk badhir Vidyalaya, Pune etc.are visited to gain an understanding of the special needs of the society. These visits offer a practical knowledge and develop empathy among the students.Role plays to make students step out of their comfort zone and to develop interpersonal skills. Weeklylight physical exercises like Yoga and meditation are scheduled for healthy mind and body. Experiential, problem solving, participative learning methodologiesis to create

peer learning community to facilitate an environment of peer mentoring, collaborations, meaningful interaction through guided reflections.

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

2.4 - Competency and Skill Development

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

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

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

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

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

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

Three of the above

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

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

Three of the above

interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	Three of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports	Four of the above

events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

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

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

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

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

Tilak College of Education places significant emphasis on the systematic planning and necessary preparedness for internship program. The following points describe the college's preparatory efforts in organizing the internship program:1. Selection of Schools for Internship: College establishes partnerships with reputed schools known for their educational excellence and diverse

teaching methodologies.2. Orientation to Students Going for Internship: Students are provided with information about the specific school they will be interning at, including its infrastructure, and academic practices. This ensures that interns are well-prepared and have a clear understanding of their roles and responsibilities during the internship.3. Defining Role of Teachers in the Internship: The college establishes clear guidelines for teachers who supervise and mentor the interns during their internship period. Teachers are assigned to provide guidance, support, and feedback to the interns.4. Streamlining Modes of Assessment of Students: Institutionemploys a structured approach to assess the interns' performance during the internship. Various assessment methods such as classroom observations, lesson planning, student engagement, and reflective journals are used to evaluate the interns' progress.5. Exposure to Various School Activities: To provide a holistic understanding of the teaching profession, Institutionensures that interns are encouraged to participate in extracurricular activities, staff meetings, and school events.By implementing these preparatory efforts, Institutionensures that the internship program is well-structured, enriching, and provides interns with a valuable learning experience that prepares them for their future careers in education.

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

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

2.4.9.1 - Number of final year students during the academic year

115

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation	Seven/Eight of the above

Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities-experience/exposure Preparation of progress reports

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

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

Tilak College of Education adopts an effective monitoring system during internship to ensure the optimal impact of the interns' experience in schools. The monitoring mechanisms involve the active participation of1. Teacher Educators: Teacher educators from Institution play a crucial role in monitoring the interns' progress. They regularly visit the schools where the interns are placed and observe their teaching practices. Teacher educators provide constructive feedback, guidance, and support to the interns based on their observations. 2. School Principals: School principals play a pivotal role in monitoring the interns' performance and progress. They provide valuable feedback and mentorship to the interns. Principals also coordinate with the college to address any concerns or provide additional resources for the interns' development. 3. School Teachers: The teachers provide guidance, support, and mentorship to the interns, sharing their expertise and best practices. School teachers collaborate with the interns, engaging in co-teaching opportunities and providing constructive feedback on their lesson plans. They assess the interns' progress through classroom observations, reviewing

their interactions with students, and assessing the impact of their teaching methods.4. Peers: They engage in peer observations and peer feedback sessions, providing a supportive and collaborative environment for growth. Peer interactions also serve as a platform for interns to reflect on their teaching practices, exchange ideas, and explore innovative approaches to enhance their pedagogical skills.

Institutionensures that the interns' progress is monitored, and necessary support and feedback are provided to optimize the impact of the internship program.

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

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

Three of the above

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Five of the above

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

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

16

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

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

13

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

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

16

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

16

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

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

In Tilak College of Education, the teachers are dedicated to enhancing their professional skills and knowledge by organizing staff academy lectures, J.P. Naik Lecture Series and Research forum lecture Series. These efforts aim to keep the educators updated with the latest advancements in the field of education, ensuring their teaching practices align with current pedagogical trends.

Renowned experts, researchers, and experienced educators are invited to share their insights, expertise, and experiences with the teaching staff. The topics covered during these lectures span a wide range of subjects, including innovative teaching methodologies, curriculum design, educational technology integration, assessment strategies, classroom management techniques, and more.

The college administration recognizes the importance of providing ongoing learning opportunities for teachers, as it directly impacts the quality of education offered to the students. By arranging these lectures, the college creates an environment that fosters growth, encourages critical thinking, and promotes collaboration among the teaching staff.

By actively participating in these lectures, teachers stay abreast of the latest educational theories, strategies, and best practices. This continuous professional development ensures that they provide a high-quality education that meets the evolving needs of their students. Ultimately, the efforts put forth by the teachers and the college administration contribute to the overall academic excellence of Tilak College of Education.

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

2.6 - Evaluation Process

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

Tilak college of education follows continuous internal evaluation norms of affiliating university Savitribai Phule Pune university. The college conducts continuous internal evaluation as per academic Calendar and as per Annual Institutional plan of action time to time for B.Ed First year Course 101 to 1112 B.Ed second year 201 to 212. B.Ed course 101,102,103,104,105,106,107 and 201 to 205 for continuous Assessment student teacher completed three activities during the year. Activity one Practical, activity two was internal written exam and In activity 3d was choice biased. Student selected any one from following list 1, MCQ 2.Quies, 3.presentation, 4 Field visit, 5.Project 6.Seminar 7.Group discussion, 8.Tutorial 9.Assignment. B.Ed first year course 108 to 112 and Second year 206 to 212 prescribed activities are completed every student accordingly. M.ED Semesters wise Written test I, II, PPT presentation, Data collection tool presentation, Internship seminar, research proposal presentation organized as per scheduled and academic calendar. Practical aspect of Curriculum the professor is assessed the students' performance from beginning to till the end of academic year continuously. Internal evaluation committee gave direction to all professors for doing continues internal evaluation of student teacher.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination	Three of the above

Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	

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

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

Complete transparency in the internal Examination and evaluation. The assessment criterion adopted is as directed by Savitribai Phule Pune University. In the institution Internal evaluation committee has constituted for the solved the grievance related to Internal examination and internal evaluation work of students. Principal of the college, Head of the examination department of the college, Head of the internal moderation, IQAC Coordinator etc. Internal evaluation committee member takes decision about student's grievances. No Grievance raised by students regarding examination.

The internal written exam schedules are prepared and communicated to the students. Examination is conducted in the presence of supervisor's. Evaluation is done by the concern course professors within three days from the date of exam. The checked answer sheets of the students are distributed to the students for the verification by the students and any grievance is redressed in the class immediately.

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

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

Before the commencement of the year, semester, Savitribai phule University notifies an academic calendar for all the courses and programmes. Tilak college of Education follows the calendar issued by Savitribai Phule University.The institute prepares and displayed academic calendar college notice board and distributed to faculty members. Institute Academic Calendar of event, activities includes details likes. Core courses,Optional Courses, Elective Courses theory ,Course related practical and Continuous Comprehensive Evaluation activity,Teaching Competency I,Teaching competency II,Teaching competency III, Teaching competency IV, Teaching competency V, Reading & Reflecting on text, Understanding self, Drama and art in Education, open Course, other Activities-Tilak punyatithi, Teachers day programme, Mahatma Gandhi birth anniversary programme, world teacher day programme, Extra mural activity, Makar sankranti Programme, Geography Day programme, Republic day progrmme, J.P.Naik lecture series ,Staff meeting, IQAC Meeting Guidance and Counseling Group meeting, Diwali Vacation.

The academic Calendar helps Faculty members to plan their respective Course delivery activities. Presentation, Seminar, Tutorial, Practical presentation are part of the continuous internal evaluation of students. In the institution well planned process for the conduct of CIE as per the calendar. The Course in charge professor prepared the CIE activities with the scheme of Evaluation an Executed. Internal Written exam time table prepared by the head of the internal evaluation department is published to stakeholders and conducted as per time table.

2.7 - Student Performance and Learning Outcomes

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

Teachers and students are aware of the stated Programme and course

outcomes of the Programme offered by the institution. Programme Outcomes and course specific outcomes has systematically stated by the institution. Syllabus of B.Ed. and M.Ed. course provides clear information about the learning outcomes of different courses. Programme outcomes provides the students to opt from courses, which are offered to expand the knowledge of the students and to initiate them into interdisciplinary fields. Teachers spell out the learning outcomes in the classroom at the beginning of each semester and session. Thus, students are made aware of course/programme expectations at the very commencement of the teaching-learning process. The Student Satisfaction Survey (SSS) is also another instrument by way of which the college takes feedback on the extent of student attainment of learning outcomes. Thus, college employs multiple channels to make students and teachers aware of learning outcomes of courses and programmes.

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

2.7.2 - Pass percentage of Students during the year

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

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

Attainment of Programme outcomes and course outcomes are evaluated by the institution. Program and Course outcomes, as evinced by NAAC have been designed for students and other stakeholders. They aim at making the students ready and equipped with knowledge and skill sets required for future. Evaluation of outcomes serves the

institution as an effective tool for introspection and improvement. The students are made aware of these during the Orientation Programs for the new students as well as at the beginning of every semester. Students are guided with required mentoring so they achieve the desired outcomes. Evaluation of the stated outcomes is carried out using multiple assessment methodologies. It is carried out regularly during routine teaching, and periodically through internal assessment and finally through evaluating the University results.

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

2.7.4 - Performance of outgoing students in internal assessment

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

115

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

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

The performance of students on various assessment tasks can provide insights into how well their initially identified learning needs are being addressed.

Here are a few ways in which the performance of students on

assessment tasks reflect the extent to which their learning needs are being catered to:

1. Progress Monitoring: Regular assessments allow educators to track students' progress over time. By comparing their performance on different tasks, teachers can identify areas where students have made improvements or where further support is required.

2. Individualized Instruction: Assessments can help teachers tailor their instruction to meet students' specific needs.

3. Feedback and Adaptation: Assessments provide valuable feedback to both students and teachers. Students receive feedback on their strengths-weaknesses, identify areas for improvement.

4. Differentiated Instruction: Assessments can inform the practice of differentiated instruction, where teachers modify their teaching methods and materials to accommodate students' diverse learning needs.

Example: Ishika Roy has shown remarkable improvement in her micro teaching activity, exhibiting great confidence, effective communication, and innovative teaching techniques, garnering positive feedback from mentor Dr. Rajeshri Rathod.

There are many students like Ishika who have shown progress in the internal assessment activities. There analysis is graphically shown in the uploaded file.

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://drive.google.com/file/d/1GW8HR8i-r2WmdrKPAfRd1yETdgLcTH10/view?usp=sharing

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

1

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

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

1

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

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

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

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

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

3.2 - Research Publications

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

11

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

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

2

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

3.3 - Outreach Activities

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

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

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

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

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

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

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

60

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

60

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

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

Tilak College of Education had organised a community outreach program on 18.06.2022. The main focus of this program was to reach the 'Unreached' part of a community. The objectives of this program are:-

1. Aware the community on environmental issues.
2. Provide classes to the community members' kids.

To carry out the same a total of 15 student teachers from the college carried out the program. The first activity took place at Vetal Tekdi, behind Ferguson College. The student teachers collaborated with the NGO already working there and discussed about their programme. For the next two days our student teachers planted and watered saplings. They plucked the plastics from the area. They distributed some cloth bags among the members and how they reuse them instead of plastic.

Through this environmental awareness was spread.

Activity 2

As the parents of these kids are engaged in laborious day jobs that makes it impossible for them to daily take their kids to school. During this activity, student teachers conducted important classes to the children of such families.

The student teachers gave classes for eight days primarily focusing on science and language subjects.

The student teachers also discussed with the parents about the importance of the children's education at this stage.

The objectives of this activity were:-

1. To motivate students about school going.
2. To encourage students and parents continue education
3. To find some workable solutions for the classroom resources
4. To directly deliver classroom like environment within home.

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

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

Nil

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

3.4 - Collaboration and Linkages

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

3

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

3

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

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

Nil

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

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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

Classrooms: The classrooms are very specious with capacity of

hundred students and are also utilized for seminars workshops, day celebrations, and lecture series. LCD projectors are permanently installed in the classrooms. Two classrooms are equipped with smart boards.

Laboratory: the institution is equipped with the language laboratory, science laboratory and other special rooms such as the computer room and the educational technology room.

Computing facilities: There are 27 computers available in the institution. The ICT lab is regularly used by all student teachers and staff members.

The need for augmenting the infrastructure to keep pace with the academic growth is met through the funds made available by our management that is S.P. Mandali.

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

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

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

06

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

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

364366

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

4.2 - Library as a Learning Resource

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

Library Management Software Name – SLIM21

Features of Library Automation.

New Version of SLIM21 - 3.8.0

SLIM21 Software has a 4 Models Cataloguing, Circulation, Acquisition and Serials.

1. Cataloguing:

- The Affiliation field of the bibliographic data for all items types.
- Copy specific edition and publication year are displayed in the Accession register 132 format 3report in the grid view.
- Department name in heading of each page of a report.
- Title author collection wise principal report.
- SLIM displays Clear physical location of book.
- Challan date and challan Number columns available in Accession register 132 format 5 report.

1. Circulation:

- It's very easy to use for issue and return.
- Deleted Borrowers Log is available in Circulation Reports that Display the borrowers that have been deleted
- Duplicate Accession Numbers in the Text file will display Separately: In Stock Verification Using text file Application.
- Borrower's remark gets highlighted in Issue/Return

application.

- Operator based permission to set Transaction date in IR applications.
- Borrower details in Circulation transaction email and Overdue email.
- Update Due Date for selected item.

1. Acquisition:

- SLIM Software search bill by Accession number.
- SLIM specify TDS paid and Tax into AQS-> Budget Chart and View Chart.
- Reports in Acquisition - Item on Bills- Vendor wise, Item on Bills- Budget wise, Item on Bills-Accessioned, Bill Register Vendor wise, Bill Register Forwarding Date wise etc.
- Whenever any new item is added in Bill then that item will be selected by default to add further details.
- SLIM21 gave us a Reminder notification for Backup.

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

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

Nil

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

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

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

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

76176

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

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

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

28

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	**No File Uploaded**
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**Nil**
Any other relevant information	[View File]()

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

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

4.3 - ICT Infrastructure

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

Institution is well equipped with ICT facilities and wi-fi connection. There are 27 computers available in the institution with LAN and internet connection for teaching and non-teaching staff and students. In those 16 computers are for faculty. 07 computers are available for administrative use. And 04 computers are exclusively for students use. Other than this two Laptops are

available for faculty use. All Classrooms are well equipped with smartboards and LCD projector. Institute is having internet broadband connection having 60 mbps bandwidth. For wi-fi connection plan is renewed after every six months. Equipments for online teaching-learning are available in the institution including camera stand, circular light with stand, headphones, wireless mouse etc.

Number of Computers

There are 27 computers available in the institution with LAN and internet connection for teaching and non-teaching staff and students. In those 16 computers are for faculty. 07 computers are available for administrative use. And 04 computers are exclusively for students use. Other than this two Laptops are available for faculty use.

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

4.3.2 - Student – Computer ratio during the academic year

30:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	C. 250 MBPS - 500MBPS
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system	

**Lecture Capturing System (LCS)
Teleprompter Editing and graphic unit**

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

4.4 - Maintenance of Campus and Infrastructure

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

541602

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

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

Institute has well maintained infrastructure for extracurricular activities.

Cultural Activities: Our mother Institute has technologically well-equipped and air-conditioned Lady Ramabai Hall for conducting various cultural activities which is shared with institution. Institute has developed one of its classrooms with all facilities required for cultural programme and various workshops and

seminars.

Sports field and fitness centre: Our mother institution has a huge playground which is shared with the institution for annual sports competitions and outdoor games. Our mother institute has separate playground for kho-kho, volleyball, tennis court. Institution has one badminton hall and swimming pool. Institution also has equipments for indoor and outdoor games. The institute has well equipped gymnasium.

The institution has an adequate infrastructure for quality teaching -learning. It is maintained and upgraded time to time to retain and enhance its quality to serve teacher trainees in the best manner. The infrastructure of the institution is well-maintained so that students and faculty can draw maximum benefit out of them.

The need for augmenting the infrastructure to keep pace with the academic growth is met through the funds made available by our management that is Shikshana Prasaraka Mandali, Pune. Our proposals regarding infrastructures have to be sanctioned by the governing body of our mother institution Shikshana Prasaraka Mandali, Pune.

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

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

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

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	**No File Uploaded**
Samples of grievance submitted offline	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	**Two of the above**

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
72	87

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

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

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

16

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

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

71

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

5.3 - Student Participation and Activities

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

SRCplace active room in the functioning of the college. Each SRC member allotted a particular and extra curricular committee or department the representative actually participate in the planning and the exhibition execution of the committee. The regular meetings of src and guidance counselling group are conducted and feedbacks are taken from the students about curricular and extra curricular activities. Src is in world in mini activities of the college so that the environment and participation of the students increases. General secretary the students representative for whole the class he present his views and feedback for the better execution of the activities.

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

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

19

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

5.4 - Alumni Engagement

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

NOT APPLICABLE

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

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

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

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

0

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

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

NOT APPLICABLE

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Institution's vision-

To pursue excellence in teacher education by opening Global avenues in education and research for the all-round development of competent and committed professionals to meet the challenges of 21st century.

Mission -

1.To prepare efficient, competent, committed teacher educators' administrators and researcher.

2. To provide opportunities and facilities for the all-round development of teacher trainees.

3.To develop sensitivity towards emerging issues in the changing society.

4. To create awareness in teachers' trainees about the modern trends in education.

5.To undertake quality research studies, consultancy and training programmes.

The Vision and Mission of Tilak college of education redefined in view of changing National and international trends in education.

The institution is governed by Shikshan Prasarak Mandali The renowned trust have a glorifying history of 134 years in the field of education. This trust having more than 40 different schools and colleges who is providing quality education from KG to PG.

The management and the principal together work towards the implementation of the Institutions quality.The college is governed through various bodies and committees such as IQAC, Staff Academy, Student Council, Purchase committee having a well-defined role.

Overall, the environment of the college is based on the equality and democracy, with the help of these values' college runs smoothly and efficiently.

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

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

The institution follows decentralization and participative management by the formation of various departments and committees for the smooth functioning of the college.

The overall in charge of the institution is the management.

The principal overlooks the day-to-day functioning of the institution by planning activities forming various committees. Delegating responsibilities to the in charges, coordinating Between various stakeholders administrating the process Progress and implementation of the assigned tasks etc.

Maintaining accounts of all, to look after all expenditures and planning the budget are also a part of the principal's responsibility.

Human resources are divided into three categories i, e. teaching, nonteaching and students.

Tremendous efforts are put in by the faculty to ensure high quality education and efficiency. The Decentralization and participative management are practiced by the forming various Departments.

The micro teaching program conducts in the college is carried out smoothly by dividing the students in smaller groups with one professor in charge for the particular groups.

The internship program is also conducted in a similar decentralized way. besides different groups are created for social service, cell diaries intel practical etc where the groups have the flexibility to select the method of functioning to achieve the goal.

The smooth and flawless functioning of every single aspect of the institution finds its roots in the well organized and decentralized structure.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

For maintaining the transparency in financial, Academic, administrative and other functions every year college prepare its budget which is put forth in front of the college development committee according to the decisions taken in the college development committee the further plan is executed.

All the receipts were given to the students who paid the fees of the coursefor maintaining the transparency in financial matters.

For academic transparency all mark list are displayed on the notice board for the students and if they have any queries the staff members resolve their queries.

It is compulsory to call University moderation committee for maintaining the transparency in academic matters of the students. This committee verify the internal work of the students and give its report to the college and university then only the final internal marks of the students are sent to the university.

Annual audit is done to maintain the transparency in financial matter.

Regular college development committee meeting are conducted for the smooth functioning of the college.

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

6.2 - Strategy Development and Deployment

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

At the beginning of the academic year various committees and departments are formed, to chalk out the strategic plan of events and activities, which will support the growth and development of the institution.

Regular meeting is taken about the implementation and outcome of the prospective plans.

Library plays an important role and is known as a knowledge resource Centre The institutions perspective and strategic plan has been successfully implemented is that of library Committee.

This has been achieved through the development of action plan and following initiatives were taken

At the beginning of the Year library committee was formed and one professor in charge was given the responsibility of the library committee In charge.

Meeting was conducted regarding the budget for purchasing the books. The librarian collected the titles of the books and journals from the faculty and the departments.

Meeting was called to discuss and taken the approval of the committee for purchasing the books. This agenda was put forth in college development committee meeting for the permission of purchasing the books.

Budget was sanctioned in college development committee.

About 140 books were purchased

It was made available for the accession to the student and the teacher. The strategic plan has been prepared after detailed discussion with the staff member.

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

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

Our college Tilak College of Education is governed by Higher Education Department of Maharashtra government.

The administration of Tilak college of education Pune is the responsibility of the principal, who is wholly accountable to the

department of Higher Education.

The organisational structure of the college consists of the Management Governing Body (CDC), the principal teaching staff, non-teaching staff and the students.

The management of the college consists of the Shikshan Prasarak Mandali. it is the highest decision-making body.

The governing body CDC of the college which meets at least four times in a year to discuss issues related to finance infrastructure, faculty recruitment and the matter related to the overall development of the college.

Staff Academy: -Regular meetings are held for the effective planning and implementation of the program like teaching learning academic administration curricular and co-curricular activities.

The college also has Internal Quality Assurance Cell IQAC

the IQAC plays an important role for monitoring the internal quality of the Institution.

The library: - library committee include librarian, library attendant and Library in charge professor

Various college committee: - Various committees are formed for the planning preparation and execution of academic administrative and extracurricular activities each committee consists of the Convenor and its members.

Anti-Ragging Cell, Grievance Redressal Committee: -

The objectives of this committee are to ensure that no violation of rules takes place within the college.

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

6.2.3 - Implementation of e-governance are in | Five/Six of the above

the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

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

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

Acquisition of N-Listed Journals In pursuit of enhancing the academic resources available at Tilak College of Education, the college administration has made a decision to acquire N-listed journals. N-listed journals, curated by the INFLIBNET Centre, provide a comprehensive collection of scholarly journals covering various disciplines. Subscribing to N-listed journals can greatly contribute to the college's research output, faculty development, and student learning. After careful consideration and discussions, the college administration has approved the expenditure for acquiring N-listed journals for the academic year 2021-22. The decision was made to ensure that faculty and students have access to a wide range of scholarly publications, fostering an environment conducive to research and academic excellence. To proceed with the acquisition of N-listed journals, the college has allocated a budget of INR 5,900. This amount will cover the subscription fees for the selected journals and will facilitate access for the entire college community. The financial commitment made by the college demonstrates its dedication to providing a rich and diverse academic environment. By investing in these valuable resources, the college aims to foster research, scholarship, and innovation among faculty and students.

The successful implementation of this initiative will undoubtedly contribute to the college's pursuit of academic excellence,

supporting and reinforcing its commitment to delivering quality education.

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

6.3 - Faculty Empowerment Strategies

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

- **Being the Govt. Aided college, Tilak college of Education offers the following welfare schemes for all its employees.**
- **15 days of casual leave are provided to teaching and 8 days for non-teaching staff.**
- **Duty lives of maximum 30 days to the teaching staff are provided to attend various orientation refreshes courses training programs. as per the government rules.**
- **Leave given to the teaching staff to participate and present papers for participation in conference seminar workshop and FDP**
- **GPF general provident fund which allows pension to the Employees after superannuation.**
- **NPS National pension scheme for employees whose are joined service after 1 11. 2005.**
- **Uniforms and Allowances Provided to class 4**
- **Earn and Learn scheme for students. (Due to Pandemic situation for Year 2020-2021 this scheme was not implemented)**

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

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

Nil

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

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

Nil

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

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

4

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

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

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

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

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

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

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

6.4 - Financial Management and Resource Mobilization

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

Audit is Examination or inspection of various books of accounts by an auditor followed by physical checking of inventory to make sure that

There are three main types of audits External audits, Internal Audits and Internal Revenue Service audits

External audits are commonly performed by Certified Public Accounting firms.

Audit procedures to obtain audit evidence can include inspection, observation, confirmation, recalculation, re-performance and analytical procedure, often in some combination, in addition inquiry.

Accounts General Audit are conducted in the college.

All the matters are processed as per the list given by the AG while completing the audit process of the submission.

Statutory audit and Internal Audit are appointed by Shikshana Prasaraka Mandali . Tally backed up and required files are provided to auditors.

Balances sheet ,Income & Expenditure and Schedules finalized by Statutory Auditor are submitted to Charity Commissioner and Income Tax Department.

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

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

2

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

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

The main sources of funds, apart from the Government are various Non-Governmental organizations, Savitribai Phule Pune University and the College Management.

At the beginning of every financial year, requirements of the College Office, all the departments, Library and various cells are submitted to the Principal. The Principal then calls a staff meeting . The need and priorities are discussed to decide and wisely allocate funds. A budget is prepared and presented before the CDC. Once the budget is approved, the funds are disbursed.

In case of special grants/funds received from funding agencies like UGC, ICSSR, Savitribai Phule Pune University, Committees are formed for monitoring the utilization of grants as per guidelines.

Some funds are received from NGOs such as PDCC, Pune and certain NGOs with a definite purpose of conduct of particular developmental activities of students, scholarships, etc.

The Accounts section of the College maintains all records of income and expenditure to ensure financial transparency. All accounts of funds received and spent are audited by Chartered Accountant.

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

6.5 - Internal Quality Assurance System

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

IQAC has promoted quality in the Institution at various levels for better academic and

administrative support and functioning. IQAC is using free software such as whatsapp to communicate with our stake holders; College has created various class wise whatsapp groups, the academic plans, time-tables, schedules of various activities, instructions, guidelines, standard operating procedures, Lesson and Internship planning, and so on. All faculty members have created Google Classroom for all the subjects and they are posting their learning material on the same, many faculty members are using flipped classroom approach by providing video lectures on the Google classroom. The IQAC is using free platforms effectively rather than using costly ERP. Google forms are used to collect the data from the student-teachers and other stake holders, such as online feedback forms, optional forms such as choices for elective subjects, second method and third method. The student-teachers are also sharing photographs of various college programs on whatsapp, Google Classroom; the student-teachers are uploading their

assignments on the Google Classrooms,

IQAC initiatives are

1. Quality Monitoring Process Teachers upload the session plan before the commencement of class at the beginning of the academic year. Daily classes are scheduled through Whatsapp group.

2. FDP is organized by our College along with Ramanujan College.

3. College participated in the Guinness book of record project organized by the Parent Institute S.P.

Mandali in the week of 28 June 21 regarding 130 million Surya Namaskar

4. J. P. Naik and Lecture series & Educational Research Forum on Zoom Platform

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

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

The institution reviews its teaching- learning process, structures & amp; methodologies of

Operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded

the incremental improvement in various activities

- IQAC plays dynamic role in reviewing and implementing reforms in teaching-learning time to time

through a proper system as mentioned below:

? Review of Teaching, Learning, and Evaluation in monthly meetings Teaching plan and Diary,

mentors dairy Feedback from stakeholders collected, analyzed and action taken by heads and

the report is displayed.

? Academic Administrative Audit: To track the functioning of the Institution on various parameters

given by NAAC, the IQAC conducts the Academic Administrative Audit.

? Curriculum Design & amp; Development – Quality of curriculum & amp; feedback on curriculum

is collected. Research, Consultancy & Extension – Minor Research Projects, Field Projects,

? Internships, institutional visits, Paper presentation, Publication, Consultation, and Professional

development programs.

Blended Teaching and Learning integrated with ICT:

All the classrooms are internet enabled. Students get free access to internet during the stay on

the campus. Google classrooms and Zoom platforms have been used to fit to the requirements

of blended learning.

1. Students can log in for live online classes through the mobile or laptop. Course material can

be downloaded from the ERP software any time they want.

2. Faculty use library facilities like INFLIBNET and other e resources to gather information.

Classrooms are connected with LCD projectors for better Audio-Visual Aids in teaching.

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

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

6

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://tilakcollegeofeducation.edu.in/wp-content/uploads/2023/05/IQAC-meeting-minutes-21-22.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://tilakcollegeofeducation.edu.in/wp-content/uploads/2023/05/IQAC-meeting-minutes-21-22.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	View File

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

Institute got internet connection in office library method lab and in classroom. classroom are equipped with smart board for better ICT support for teaching learning and evaluation. Now classroom are enabled with e white boards. Account section of the institute office is fully computerized Institute has organized National conference on " impact of NCTE regulations 2014 on Teacher Education" during 19th and 20th January 2016 on the occasion of platinum jubilee of Tilak College of Education ,Pune Institute has organized international conference on "Future of Teacher Education" jointly organised by Sikshan Prasaraka mandali's is Tilak College of education and Savitribai Phule Pune university, Pune in collaboration with CTE Maharashtra during 12th and 13th February 2016 Institution has organised National conference in jointly collaboration with Vidya Bharti uchch Shiksha Sanstha on "Implementation of national education policy and (NEP) 2020 for

Teacher Education" on 30 th January 2021

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Energy is conserved to reduce the cost of consumption and to preserve the limited existing resources of energy. Energy conservation is an inevitable requirement for sustainable development for higher education institutes.

Saving Energy - The Institute Building has adopted passive design principles. The building is designed & constructed parallel to north south directions to ensure less relative heat inside thus saving energy. The exterior walls of the building are wide enough to keep internal climate controlled. It minimizes the unwanted heat gain.

There is not much requirement of Cooler or AC In the bigger picture the total energy demand from operation is reduced. Promotion of energy efficient lighting systems by using LED Lamps instead of using incandescent lamps in the institute building, Library & campus which require 1/8th of the energy to light the same room.

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

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

Dry and wet garbage is collected in separate bins. Which then disposed of on weekly basis. Lesser is the Wet garbage so segregation is easy. There are separate bins placed for Dry and wet garbage.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	One of the above

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

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

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

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing

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

Institute have a significant positive impact on the environment by opting green practices

Most of the students use sustainable public transportation options as Swargate bus stand, Deccan bus stand, Municipal Corporation bus stand are near the campus. Students & staff bring their own reusable container, tiffin for the food. Institute avoid the use of single-use plastics during events & Programs. To Raise awareness about the importance of sustainability and the harmful effects of plastic pollution. "Best out of Waste" competition conducted every year during annual gathering which makes the students, staff and visitors to the competition aware about reuse of the plastic and waste in a meaningful and creative way which leads to environmental conservation. Institute insist prefer bulk purchasing options & prefer to use eco-friendly materials

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

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

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

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

Nil

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

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

Locational Knowledge & Resources: Tilak College of Education is centrally located in the city. TCE is situated in S.P. College Campus surrounded by S.P. College Sports Ground, S.P. Mandali head office, S.P. College back gate, Lokmanya Nagar, Pune 411030

Tilak College of Education with nearby Commute points like Swargate Bus stand, Ma Na Pa Bus stand, and Deccan Bus stand. Lokmanya Nagar Post office, S.P. College post office is nearby. Historical monument Shaniwar Wada, Shreemant Dagadusheth Halwai Ganpati Mandir, Tulasi baug market is at walkable distance. Tilak College of Education is approachable with nearby landmarks like Ramkrishna Mission, Peshwe Energy Park, Ganesh kala krida Manch,

Kelkar Museum & Parvati hill. Tilak College has its entrance from the back gate of S.P. College. Competent security services are hired by the S.P. College for safety. CCTV cameras are mounted at the entrance and inside the institute building for higher security.

S. P. College's sports ground is shared by all the sister institutes. Itis also utilized by external agencies for Social, cultural, and Politicalevents. The walking track, Ramabai hall, Botanical garden, and Swimming Pool are always available to TCE.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	C. Any 2 of the above

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

7.2 - Best Practices

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

Best Practice1- J. P. Naik Lecture series

Objectives of the Practice-

1) To arrange online Lecture to aware the students to contribution of the thinkers in the education.

2) To aware the students, teachers, scholars, educators about current educational trends in the form of online lecture series.

Purpose of the practice-

J.P.Naik lecture series is organized by the Tilak College of Education to get aware about the various thinkers contribution in the education as well society. It also focused on the various trends in the field of education.

Best Practice2- Educational Research Forum

Objectives of the Practice-

1) To arrange online Lecture to aware the Research scholars, M.Ed. students, B.Ed. Students about research in the education.

2) To aware the students about current educational research trends in the field of educational Research.

3) To educate the students about research technique & research methods in educational Research.

Purpose of the practice-

Research Forum arranged online series on the Zoom platform to get awareness about the new trends, techniques, methods in the field of research. It is immensely helpful and beneficial for the students, teachers, Ph.D. Scholars for problem solving and critical, analytical thinking in the domain of research.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

The College is endowed with lush green campus area of 2365 sq meters. With the spacious buildings institute share a big play ground, Gym, swimming pool, tennis ground, auditorium and multi -purpose hall with other Institutions run by the S.P. Mandali, Pune. Tilak College of Education has articulated broad institutional goals such as:

1. Capacity Building: TCE conducts capacity building activities such as Special guidance Program for teaching competency, value added day celebration Programs, developing leadership skills, communication skill, organizing events, interactive sessions with experts in the education fields, short term courses, participating in cultural programmes and competitions to hone their talents and creativity etc.
2. Value Added course:Through value based and theme-based assemblies, celebration of festivals and special days,

environmental activities, the institution endeavors to foster values that will form the foundation of students learning journey.

3. Information Communication Technology:Our institution has arranged ICT facilities like computer lab, internet connectivity, free access audio visual and other media and materials are available to student and these facilities find optimum use.

4. Holistic Development: College organize VIVIDH GUN DARSHAN Mehndi competition, cooking competition, salad decoration competition, flower arrangement competition, best out of waste competition to foster employable capabilities in the students.

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