



YEARLY STATUS REPORT - 2022-2023

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 campus? **No**

- 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 Education/Physical Education: **Teacher 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. **0202998228**
- Alternate phone No.(IQAC) **0202998228**
- Mobile (IQAC) **8263838388**
- IQAC e-mail address **tilakcollege1941@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/2023/06/AQAR-2021-22.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/2023/08/Acadamic-Calender-2022-23-B.Ed-M.ed.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/PMMMNTT etc.

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

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

- 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)

- 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 60% offline and 40% online Teaching, Learning & Evaluation Process as per the guidelines of UGC
- Feedback - As recommended by NAAC- IQAC initiated a feedback system for the Academic year.
- Conducted Outreach activity with the help of social service department.
- Established MOUs with 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 22-23 was developed.
To conduct the outreach activities.	The Outreach activities conducted with the help of Social Service Department, and Reflection foundation, Pune
To make the website more dynamic	The AMC is renewed with White code private limited for the website maintenance, online training conducted for the teaching and non- teaching staff.
To organize state level, National level and International level offline conference.	Organized state level conference on 12 th and 13 th October 2022 on Institutional linkages, International conference successfully on 5 th and 6 th Jan 2023, and National conference on 27th and 28 th Feb 2023 on IDP guidelines of NEP 2020.
To take initiative for 100% result.	M.Ed. 90.90% and B.Ed. 97.43%. (Results update to be mentioned.)
To strengthen the placement cell activity.	100% placement of English Medium students.
To establish the MOU with National and international organizations.	Established MOU with MIT University.
To introduce LMS system	The online demonstration is organized by the IQAC, received quotation from the Classplus.com
To provide air coolers in Guidance Rooms as the terms are extended in the Whole summers	Thirteen air coolers are provided in each Guidance Room.
To provide upgraded high configured desktops, printers,	The upgraded high configured desktops, printers, scanners are

scanners for all the faculty members.	provided to all the faculty members
To discuss about Online Lecture series for student-teachers, teachers and researchers. To discuss about the activities of research forum.	Two Online lecture series were planned one will be from 20 th Jan 2022 and will be held on 20 th day of each month. Where as one will be held on 5 th Feb 2022
To discuss about the use of Google Classroom, and Zoom platform along with the offline classroom teaching.	It is decided that the 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 register the Alumni association of Tilak college of Education,	The process of registration is started and the documents are handed over to the advocate for the registration of alumni association
To do the Academic and Administrative Audit (AAA) of academic year 2022-23	The process regarding AAA is initiated.
To purchase two Smart boards.	The quotations received from the vendors and CDC has sanctioned two smart boards.

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	24/12/2022

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
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• Designation	Principal
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Name of the statutory body	Date of meeting(s)
College Development Committee	24/12/2022
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2021-2022	24/12/2022

15.Multidisciplinary / interdisciplinary
NIL
16.Academic bank of credits (ABC):
<p>ABC ID -</p> <p>Savitribai Phule Pune University letter no. Exam/2022/205 dated 15.10.2022 University Grant Commission (UGC) New Delhi has issued instructions to the Savitribai Phule Pune University for the implementation of Academic Bank Credits. It is requested to follow instructions given and make students mandatory to create ABC account.</p> <p>For aware about ABC facility and encourage students for opening Academic Bank account on ABC Portal. College gave notice about how to open ABC ID on ABC portal and on that notice all procedure was written and that accordingly students implemented on ABC Id. College sent students ABC id information to Savitribai Phule Pune University on 22-10-2022 . Total 72 student's ABC ID send to Savitribai Phule Pune University.</p>
17.Skill development:
NIL
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)
<p>Indian Philosophical schools are included in the syllabus of M.Ed Course 201, Philoshphy of education. Page 10/88 29-08-2023 03:31:22 Annual Quality Assurance Report of S.P.MANDALI'S TILAK COLLEGE OF EDUCATION,PUNE IndianEducationists and their thoughts also included in this course</p>
19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):
<p>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 communicates the CLO's and PLO's to the student-teachers.in the beginning of academic year. The faculty members are focuses on CLO's and PLO's while developing 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</p>

also.

20.Distance education/online education:

Tilak College of Education, Pune is certified study centre of Yashwantrao Chavan Maharashtra Mukta Vidyapith, Nasik. Tilak College of Education is offering both a Bachelor of Education (B.Ed.) program. These programs are important for preparing individuals to become educators and teachers, equipping them with the necessary skills and knowledge to excel in the field of education.

Eligibility Criteria: candidates should have completed their graduation in any discipline from a recognized university with a certain minimum percentage.

Duration: The B.Ed. distance education program typically have a duration of 2 years.

Study Material: study materials like textbooks, lecture notes, and online resources may be provided to students. These resources enable students to study at their own pace.

Contact Sessions: distance education programs B.Ed. Have periodic contact sessions, workshops, or seminars where students are required to attend in-person or virtual sessions to clarify doubts, engage in discussions, and participate in practical activities.

Examinations and Assessments: There are periodic assignments, quizzes, and examinations that students need to complete as part of the program evaluation.

Dissertation/Project Work: students require to complete a research project or dissertation related to education.

Extended Profile

1.Student

2.1

224

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2	300
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	150
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	99
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	99
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	224
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	8400194
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	31
Total number of computers on campus for academic purposes	

3.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:	27
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The Institution is associated with Savitribai Phule Pune University and strictly complies with all requirements set forth by the University for the Implementation of the curriculum. The first year of the B.Ed program consists of a total of 12 courses (Course 101 through Course 112), whereas the second year's curriculum consists of Courses 201 through 212. Even though the institution lacks the autonomy to change the curriculum, we actively participate in staff meetings to discuss the nature of the curriculum. Additionally, we provide student orientation events at the start of the academic year and give them copies of the syllabus for reference. Curriculum orientation schedule are also included in our timetable and accessible in the library. We place a high priority on customizing the curriculum to the local environment, especially in course-related practical work. This entails assigning material on local environmental and social issues, such as going on community outings and researching environmental problems. As members of the Board of Study and Academic Council, our faculty members take an active part in the development of the curricula at the university level. The institution has also held seminars and workshops to discuss the curriculum's structure and content. It's important to note that</p>	

this year's curriculum hasn't changed, and these procedures have been in place since the start of the academic year.

Same procedure are follow for M.Ed course * Curriculum Copy- From website (B.Ed/M.Ed)

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	No File Uploaded
Plan developed for the academic year	No File Uploaded
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

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

E. Any 1 of the above

File Description	Documents
Data as per Data Template	No File Uploaded
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
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	View File
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	No File Uploaded
Any other relevant information	No File Uploaded
1.2 - Academic Flexibility	
1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available	
1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year	
4	

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	No File Uploaded
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

3

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

3

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

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

1154

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

529

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	View File

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

One of the above

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

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

96

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

96

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

1.3 - Curriculum Enrichment

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

- 1. Integration of Local Context:** We place a high priority on local context adaptation of the curriculum. We pay special attention to course-related practical work. This entails giving assignments on subjects that have a direct bearing on the neighbourhood and community.
- 2. Faculty Involvement:** Our committed faculty members are essential to the richness of the program. They are valuable members of the Board of Study and Academic Council and actively engage in the development of the curricula at the university level.
- 3. Orientation meetings:** We arrange thorough orientation meetings for our students at the start of each academic year. Copies of the curriculum are given to the students during these sessions for their reference.
- 4. Library Resources:** We have made syllabi available in our library to make it simple for students to access the curriculum. This makes it possible for students to consult the curriculum whenever it is convenient for them, which helps with academic planning and preparation.
- 5. Timetable Integration:** The course timetable schedule is included ensuring that students have enough time and access to the necessary materials to participate with the course related activities.

6. **Workshops and Seminars:** The institution often holds workshops and seminars to better enrich the curriculum. These workshops bring together academic staff, and specialists in the field of education to discuss the format and content of the curriculum.
7. Same Procedure is being followed for B.Ed and M.Ed

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

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

Student derive professionally relevant understanding and consolidate these into their professional acumen from the wide range of curricular experience provided during teacher education programme.

Institutions take various efforts to enable students to develop an understanding of the interconnectedness of their learning engagements and to prepare them for the professional field. Here are some key strategies and approaches:

Interdisciplinary Curriculum: In B.Ed curriculum various interdisciplinary courses are included like electives, pedagogy courses, core courses which combine several subjects and academic specialties. Students get an understanding of how various fields of knowledge are related to one another as well as how they might transfer information and skills from one field to another. To study chemistry physics for instance, computer science and biology might be combined, as might commerce and environmental studies to solve issues with sustainability.

Project-Based Learning (PBL): included in Intel practicum. It is

help to develop technology competency

Internships: Institutions frequently support co-ops and internships that let students get practical experience in the fields they are interested in. These opportunities allow students to observe how their knowledge is put to use in the school environment and to comprehend how interaction take place between school teacher and students.

Campus interview-: Institutions organize campus interview for their placement and through such networking events, career fairs, and alumni connections to help students build professional networks.

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

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

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

1.4 - Feedback System

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

One of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

118

2.1.1.1 - Number of students enrolled during the year

118

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

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

38

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

38

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

11

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

11

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 Academic year 2022-23 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	View File
Any other relevant information	No File Uploaded

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

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	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

96:13 each Mentor have 7 students

2.2.4.1 - Number of mentors in the Institution

13

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 studentcentric 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 collegelike 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

3

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

223

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	View File
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	View File

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	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

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

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 (12for 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

Four of the above

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

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. Weekly light physical exercises like Yoga and meditation are scheduled for healthy mind and body. Experiential, problem solving, participative learning methodologies 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	View File
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

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

Five/Six of the above

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

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

Eight /Nine of the above

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 interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group	Four of the above

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	All of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement	All of the above

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 diverseteaching 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: Institution employs 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, Institution ensures that interns are encouraged to participate in extracurricular activities, staff meetings, and school events. By implementing these preparatory efforts, Institution ensures 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

106

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 Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural

Seven/Eight of the above

**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	No File Uploaded
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

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

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 of:

- 1. 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. Institution ensures 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	View File

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	View File

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

15

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

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

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	View File
Any other relevant information	No File Uploaded

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

In tilak college of Education experienced teachers are working who are attached to the institution more than 25-30 years. They are fully dedicated to the College and they are continuously contributing in the field of education. For this they keep updating themselves by attending conferences, Courses, collaborating with their Colleagues inside the college and outside the college with other institution at state and National level.

Tilak college of Education is Pioneering college in the field of education in Maharashtra has started many activities which make this college different from other college.one of the initiatives are J.P. Naik lecture series, in which renowned experts from different fields are invited and share their expert knowledge with students and teachers.

Another initiative is educational research forum, as a well-established research centre. Tilak college of Education has contributed in the field of research through the research form where experts are invited and delivered lectures based on different research area and clarify doubts of research scholars

Apart from above initiative Tilak college staff members shares their knowledge with each other on regular basis through Staff academy lecture series where one of the staff delivered the lecture on specific subject and discussion are conducted to dive in deep in that area.

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

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.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group

Five of the above

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	View File
Any other relevant information	No File Uploaded

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

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.

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

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

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.

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

2.7 - 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.

Tilak college has clearly stated their PLO and CLO which has considered the Objectives defined by Savitribai Phule University. Syllabus of B.Ed. and M.Ed. provided by Savitribai Phule university is well planned and area focused on competency building are well stated which is followed by Tilak college of Education.

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.

Faculty of Tilak college of education each year reflect on students' performance and improvised the CLO 's of the subjects. which are aligned to the student's level.

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.

Feed from students are taken on regular basis through Student survey form provided in different activities to keep the B.Ed. and M.Ed. course learning output on higher side.

Thus, college uses multiple mechanism 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	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

Tilak college of Education take full efforts to make sure that program and course learning outcomes are achieved to the satisfactory level which can satisfy student's need. Frequent meetings are conducted within faculty to check attainment level of the students Attainment of Programme outcomes and course outcomes are evaluated by the institution. Process starts at student level by making them aware about the PLO and CLO in Orientation program and regularly revised in classroom teaching which make students aware what they need to achieve in the classroom so that they will provide support by taking effort to achieve this CLO's.

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. Students were guided with required mentoring so they achieve the desired outcomes. Evaluation of the stated outcomes is carried out using multiple assessment methodologies.

Evaluations are done on regular basis in the classroom and through different forms like CCE activities, Tutorials, Internal exam and Final summative exam conducted by university to check the achievements of the CLO's

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

87

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

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

Tilak college of education assess students on various forms of tasks which gives the full insight about their progress. Assessment result provide clear picture of their areas which needs improvements. Accordingly remedial steps are planned considering their need.

Following processes are considering during the entire coursework

Self-introduction session: - self introduction is conducted to enhance communication skills of the students. And it consists information about their hobbies which provide the insight about their likings which can be flourished more during the course work.

Entry level test: most important step conducted to check the knowledge level of the students. Accordingly, Teacher Educator

modify their activities to cater the need of the students.

CCE activities: these are specific to the course work which gives practical exposure to the students.

Formative assessments: students are assessed on daily bases in the classroom and well-designed activities which focus on specific skill development.

Individual difference: daily activities are planned and delivered in differentiated manner which considered the individual need of the students.

students from different states and different nearby villages also get enrolled in the courses. special attention is given to such students to overcome barrier during their completion of the coursework

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/1FmGag_6qDwfhnM9MWxKxOF-uDVyx0Rao/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

0

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

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

0

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

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

Three of the above

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

10

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

1

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

3.3 - Outreach Activities

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

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

1

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

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

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

50

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	View File
Any other relevant information	No File Uploaded

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

279

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

279

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

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

Sensitizing students to social issues

Being a future teacher, every student teacher should work for the community and with the community. There are so many social issues like health, awareness about democratic duties and responsibilities and cleanliness etc. College of Education has organised the program of cleanliness drive on 2nd Oct 2022. Through this program, our student teacher not only conducted the drive but they also have made aware the local community regarding the same. Our institution also has organised National voters' day on 25 Jan 2023 to make aware the people about voting to spend them

our democracy. it was organised through poster presentation mode. It was a really helpful to increase the knowledge and awareness among the citizen.

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

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

0

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

1

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

1

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	View File
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	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
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

One/Two of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

The 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 spacious 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 30computers 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	View File

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	https://tilakcollegeofeducation.edu.in/method-labs/
Any other relevant information	View File

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

476343

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	View File

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	https://tilakcollegeofeducation.edu.in/library/#1645596992202-e5d7cfcf-7d88
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

One of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
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)

155677

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

66

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

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	None of the above
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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 30computers available in the institution with LAN and internet connection for teaching and non-teaching staff and students. In those 17computers are for faculty. 08computers 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 250-500mbps 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 30computers available in the institution with LAN and internet connection for teaching and non-teaching staff and students. In those 17computers are for faculty. 08computers 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

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

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

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

4.4 - Maintenance of Campus and Infrastructure

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

1635537

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

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	https://tilakcollegeofeducation.edu.in/#
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

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

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)	Three 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	View File
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
66	5

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	View File
Any other relevant information	View File

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).

8

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)

8

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

A Student Representative Council (SRC) plays a crucial role in representing the interests and concerns of the student body within an educational institution like Tilak College. A proactive and active SRC contribute significantly to the overall institutional functioning and student experience.

Student Representation: The SRC serves as a voice for the student community. By actively engaging with students and gathering their feedback, the SRC ensure that student perspectives are considered in decision-making processes within the college.

Organizing Events: The SRC organize various events, workshops, seminars, and cultural activities that enhance the college experience. These events not only provide entertainment but also foster a sense of community among students.

Community Building: The SRC create platforms for students to interact and connect with each other. This includes orientation programs, peer mentoring initiatives, and social events, which help build a sense of belonging among students.

Collaboration with Administration: A proactive SRC work collaboratively with the college administration to address issues, propose improvements, and contribute to the overall development of the institution.

Leadership Development: Being a part of the SRC provides students with leadership opportunities and experience in governance, communication, negotiation, and decision-making.

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

18

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

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes

significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

The Tilak College Alumni Association plays a pivotal role in the institution's development by fostering a strong bond between former students and the college community. Firstly, the alumni association provides invaluable mentorship and career guidance to current students. Alumni who have excelled in their respective fields share their experiences and insights through workshops, seminars, and networking events, empowering students to make informed career choices. Secondly, the association contributes to infrastructure development. Alumni often generously donate towards building projects, scholarships, and modern facilities, enhancing the overall learning environment. In essence, the Tilak College Alumni Association bridges the gap between past and present, enriching the institution through mentorship and tangible support for growth.

In essence, the Tilak College Alumni Association bridges the gap between past and present, enriching the institution through mentorship and tangible support for growth.

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**

Three/Four of the above

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

N.A.

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

The Tilak College Alumni serves as an effective support system by establishing mentorship programs that nurture special talents within the institution. Alumni who have excelled in various fields offer their expertise and guidance to current students with exceptional abilities. Through workshops, seminars, placement, one-on-one interactions, alumni provide insights, advice, and personalized coaching, motivating these talented individuals to reach their full potential. The Alumni also facilitates networking opportunities, connecting students with alumni who share similar interests, fostering a collaborative environment. In this way, the Tilak College Alumni plays a crucial role in identifying, nurturing, and empowering special talents within the institution, contributing to its overall growth and reputation.

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 researchers.
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	View File
Documentary evidence in support of the claim	View File
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, non-teaching 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 conducted under the mentor student program 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	No File Uploaded

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

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	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

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

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 298 referencebooks and 1294 text books were purchased Amount is Rs1,42,946/-

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	https://tilakcollegeofeducation.edu.in/
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

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

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

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

6.3 - Faculty Empowerment Strategies

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

- 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.

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

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

1

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	View File
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.

3

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

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

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 Proformas are submitted by the Teachers/HODs/Librarian/Office/Cell-in-charges to the IQAC which help in collation and cross checking of the information.

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

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

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

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

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 ShikshanaPrasaraka 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)

250001

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	View File

6.5 - Internal Quality Assurance System

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

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 planning, 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

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

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

To continuously review the teaching-learning process, regular departmental meetings are held. Reports of the outcomes in such meetings are communicated to the Principal for appraisal.

1. At the beginning of the year, the subject head teacher holds a meeting with his/her fellow teachers and discusses the problems faced by the students and the solutions.

2. The Principal convenes a meeting with the various department head teachers and IQAC coordinators to discuss issues related to the department and suggest solutions.

3. The Principal calls a staff meeting and discusses the problems encountered by the department and the problems faced by the students and suggest the solutions.

4. Regarding the outcome from such reviews, considerable improvements can be seen in the Teaching-Learning aspect.

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

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

3

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

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/2023/08/IOAC-meeting-minutes-academic-year-22-23.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://tilakcollegeofeducation.edu.in/wp-content/uploads/2023/06/AQAR-2021-22.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	No File Uploaded
Any other relevant information	No File Uploaded

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

All staff members including teaching staff, non-teaching staff and librarian are equipped with advance computer machine HP all in one pc with net connectivity.

Organized state, National and International conferences.

Organized State level conference on Teacher Education Institutes and Industry Linkages(offline)

Collaboration with other University

classrooms 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 international conference in Collaboration with other University.

Institute has also organised National conference based on NEP and its implementation, & a state conference for incremental improvement in academic field.

- MIT University & Tilak College of Education, Pune Institute has

organized international conference on " Innovation, Peace & Unity" during 5th & 6th Jan 2023

- National Conference on Implementation of National Education Policy

Adoption of UGE guidelines Plan on Institutional Development" during 27th & 28th Feb.2023

- Organized State level conference on Teacher Education Institutes and Industry Linkages during 12 th &13 th oct 2022
- To upgrade the knowledge and practices in research field college has conducted "J.P. Naik Lecture series"

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.

Institute is surrounded by trees. Adoption of energy efficient lighting systems by using LED Lamps instead of using incandescent lamps in the institute building, Library & campus which reduces the consumption of energy.

Saving Energy - The Institute Building is based on passive design principles. It is constructed parallel to north south directions to ensure less relative heat inside thus saving energy. Wide exterior walls are enough to keep internal climate controlled. Insulated building allows it to use less heating and cooling energy to maintain a thermal level. Big classrooms with natural skylight wide windows, Open passage in the middle this design of the building maximize the use of fresh air & natural light. Natural sunlight will create a positive and relaxed learning environment with energy requirements. Adding blinds to the window in Principal cabin, office, method lab, Meeting room reduce the glare.. By using Cooler instead of AC, total energy demand from operation is reduced. Practices like timely switching off the lights , unplugging projectors, computers & smartboards after the use reduced consumption of electricity. Generator is readily available to meet requirements during power-cut. Solar panels are fixed to use renewable solar energy for meeting power requirements. Maharashtra state electricity board has set the limit of 22k Watt for TCE. has generated average 657 units. Current bank is 2028 units as Import is 194 units & export is 414 units.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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, wet & Plastic garbage is collected in separate bins. Which then disposed of on daily basis. Students are encouraged not to waste food. Lesser is the Wet garbage so segregation is easy.

Monitoring is carried out periodically by the head of the institution.

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

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

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	View File
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 opt sustainable public transportation options as Swar-gate bus stand, Deccan bus stand & Municipal Corporation bus stand are near the campus. College provide bona-fide certificate to the students for Bus Pass. Students & staff bring their own reusable container, tiffin for the food. 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 aware about reuse of the plastic and waste material in a meaningful and creative way that leads to environmental conservation. Institute insist on bulk purchasing options & prefer to use eco-friendly materials. Several dedicated staff members have been engaged to maintain hygiene standards. Eco friendly cleaning material like Cotton dusters and bamboo brooms are used for cleaning. Several variety of trees, plants, etc. have been planted and continuously maintained. These help in keeping campus fresh as well as healthy and a pleasing appearance. Gardeners are employed to maintain green cover. No pesticides are used.

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

Two of the above

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

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

82,248

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

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

The institution encourages staff to be a part of the community and becoming a part of these groups can contribute to their personal and career development. Using social media educators can send questions, share ideas and express their opinions without feeling pressured to create a formal letter or email to the rest of the community. Students of Marathi medium are from different districts of the Maharashtra state & students of English medium class are from cosmopolitan group like from different states of India so students benefit from learning in a diverse environment. Institute conducted special program for the senior citizens in old age home Matoshri. Public conferences, guest lecturers, community tours and other exchanges serve to build trust between the campus and

community.

Locational Knowledge & Resources: Tilak College of Education is situated in Lokmanya Nagar next to SPM English Medium School. Its entrance is from S.P. College back gate. TCE is situated in S.P. College Campus surrounded by S.P. College Sports Ground, S.P. Mandali head office, Lokmanya Nagar, Pune 411030

Tilak college of education is at the distance of 7Km from SP Pune University. TCE is at the distance of only 1Km from SCERT. Citizens come for morning and evening walk and jogging in the campus.S. P. College's sports ground is utilized by external agencies for Social, cultural, and Politicalevents.

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

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

D. Any 1 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	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 PRACTICE-1 Skill Enhancement Programme

Introduction- Under the guidance and support of Principal Dr. Radhika Inamdar the skill development activities were a grand success through the spirited involvement of all the members of the student representative council S.R.C. with the initiative and encouragement from SRC Chairman and all the professors. All the staff members of the Tilak College of Education and the students of B.Ed,M.Ed,Ph.d. participated actively and enjoyed the various events from 29 th March23 to 5th April,23.

Objectives of the Program-

1. To empower the students by offering necessary skills
2. To boost an individual's productivity and knowledge.

Conclusion-Skill enhancement activities are helpful to equip students to verbally communicate, deal with problems and solve them practically, analyze situations, think critically, etc. It employs students with a wide range of practical skills and encourages them to excel in all curricular & co curricular areas. It helps them to become more capable, competent and confident in

themselves and in their performance, and are better able to reach the goals.

Best Practice-2- Conferences as an academic contribution to the field of education

Objectives -

- To provide forum for the researchers, eminent academicians, research scholars and students to spread, to communicate and discuss research findings and new advances in the field of Education
- To provide a platform to exchange ideas and to discuss the National education policy's various innovations and aspects that proposes to integrate into the education system.

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

7.3 - Institutional Distinctiveness

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

The Institute is at the location which is endowed with natural beauty, Serenity and tranquillity. The institution points out towards a value based education based on the curriculum of the affiliating University, combining it with the core values attached to it. Institute in its endeavour to implement its curriculum incorporating its mission and vision with contemporary issues has evolved a number of best practices like Research lecture series, conferences, skill enhancement program, systematic evaluation procedures in manual, morning assembly, Co-Curricular Activities, cultural programs etc. The Institute has emerged strong in its pursuit of excellence in education to make this institution a Centre for excellence in line with the Institute mission. Our faculty members are committed to the mission of the Institute. To dedicates its energies to be responsive to the needs of ever-changing society by promoting excellence in academics through value based education. This is done through a series of measures

so that tradition and modernity are attempted to be blended. The Institute provides students with ideas of self-reliance & dignity.

Institute take lead in organising conferences at national and international level. Having legacy of more than 80 years in the teacher training Institute provide best teachers to the most of the schools in and around Pune, to the state and at national level as well.

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	No File Uploaded