



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

S.P.MANDALI'S TILAK COLLEGE OF EDUCATION,PUNE

**TILAK COLLEGE OF EDUCATION, S P COLLEGE CAMPUS 1663-2 SADASHIV
PETH, LOKMANYA NAGAR PUNE**

411030

tilakcollegeofeducation.edu.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

"No educational institution can flourish without excellent & dedicated teachers"

Under the flagship of parent institution S.P. Mansali Tilak College Education has since its establishment 20th June 1941 fulfilled this need by imparting quality teacher education over the past 82 years. Affiliated with Savitribai Phule Pune University, we offer a government-aided B.Ed. program , a self-financed M.Ed. degree & Ph.D. program with **Pursuits of excellence**. Our Green campus is surrounded by SSC and CBSC Board , co-aided and girls schools, Hearing Impaired Institute, a Management Institute Where our students gain valuable exposure during visits & internships.

Being located in the heart of the city our students can get facilities like banks, hospitals, markets, book depots, stationery centres, sports grounds, and a canteen within the campus. and bus stops. Our College have women's hostel, boy's hostel facility

Our institution has an AV hall, an auditorium and a multipurpose hall, a well-equipped gymnasium, all types of sports ground & equipments with Olympic swimming pool. We have created an eco-friendly environment with solar energy projects, embracing sustainable practices that nurture a green culture.

Driven by our dedication to delivering quality education, our College exceeds the expectations of students, parents, and society. Under the guidance of the Shikshan Prasarak Mandali, we empower aspiring educators to achieve excellence in the field of education. With our motto "Pursuit of excellence," we inspire our students to reach their full potential. Our Leadership quality reflected in organisation of various state level workshop-seminar , national & International conferences in collaboration with other university & NGO.

The library at our college serves open access to a vast collection of books, encyclopedias, journals, newspapers, magazines, and open e-resources, enriching their learning experience.

We inculcate human rights, the dignity of labour, and the safety of women we have established a dedicated Woman Grievance and Redressal Cell, and an Anti-Ragging Committee.

Since our establishment in 1941, The College has been dedicated to nurturing future teachers who possess the skills and mindset to address real-world challenges. With a student-friendly atmosphere and employment-oriented programs, we provide an ideal environment for academic pursuit.

Vision

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

Mission

- To prepare efficient, competent, committed teacher educators, administrators and researchers.
- To provide opportunities and facilities for the overall development of teacher trainees.
- To develop sensitivity towards emerging issues in the changing society.
- To create awareness in teacher trainees about the modern trends in education.
- To undertake quality research studies, consultancy and training programs.
- To make quest for excellence an inherent aspect for all curricular and co-curricular transactions.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strengths:

These are our strengths

1. The college has a legacy of 82 years in teacher education in Maharashtra. The college is situated at the heart of the city in Central Pune. Founders are primary teachers
2. Ours is Green campus 700+ trees & 300 shrubs. College have Well-equipped infrastructure – separate library building
3. All faculty members are Doctorate & Guide for the Ph.D. Out of 12 faculty members, 6 are Professors and 5 are Associate professors. They are invited as Resource persons by different universities. 109 scholars are pursuing Ph.D. from our research center. The total number of guides affiliated with our research center is 22. The 9 guides from other institutes are joined to our research center. A total of 77 students completed their Ph.D. from this research
4. Course BED 204 have 4 electives & BED 205 have 14 teaching methods as choices. Both Marathi and English Medium of instructions are available in the college
5. Our faculty members are on the Academic Council of SPPU & are BOS members, on the Moderation Committee of SPPU. Faculty members are Authors of various books & on editorial boards of international journals.
6. YCMOU study centre For DSM & B.Ed.
7. The result is always above 90% with 80% Placement
8. Our faculty member Prof. Durgade is Chairman of PDCC
9. College adopted Flipped Classroom & Blended Learning mode with Zoom platform & G classroom through ICT enable by whiteboard & Projector.
10. Mentoring mechanism is active in the institute through guidance & counselling group of the student under each educator
11. Institute has taken lead in Developing Evaluation Schemes Manual for revised two year B.Ed. course
12. Decentralized style of work distribution
13. Endowed prizes at the time of Prize distribution in the annual social gathering
14. Classplus app LMS, CMS Google Classroom as LMS is used
15. Best practices like organizing National and International Conferences for academic excellence, developing manual of evaluation scheme, Day celebration programs for universal values.
16. College inspires all the faculty members for promotion through CAS with support from S.P. Mandali
17. College main building, library, method labs for Micro teaching & practice lesson guidance maintained with financial support from S.P. Mandali

Institutional Weakness

Weakness of the Institute:

We found following weakness

1. The reading hall is not available for students 24 X 7, because of security reasons.
2. The covered car parking is not available for staff members
3. No insurance policy for staff.
4. No special training or rigorous training implemented for non-teaching staff
5. The Science Lab is not well equipped, because we use the labs of our practicing schools of our parent institute and S.P. College, as these labs are in our campus.
6. Part-time faculty is available for Music, dance, and drama, and Physical instructor. Etc.
7. We were not able to manage extra funding for the research
8. We do regular internal audits but we have not done the govt. audit, because it's not in our hands.
9. We are not organizing intercollegiate competitions due to the heavy syllabus, but organized for school students.
10. We don't run a sufficient number of value-added courses.
11. We don't have a ramp available up to the upstairs classroom, but if someone is admitted in the future then we can shift the class from upstairs to the ground floor.
12. Our SET, NET, TET, TAIT, PET, and competitive exam guidance are not structured and full-fledged.
13. We are not participating in the Journal competition of the SPPU

Institutional Opportunity

Opportunities:

There are the following opportunities we have

1. We can do a student exchange program on a large scale.
2. We do have opportunities for industrial linkages
3. Multidisciplinary education is possible
4. Skill-based education or training is possible.
5. Extension of online courses is possible to run
6. Global Partnership is possible with some other institutes.

Institutional Challenge

Challenges:

There are following challenges in front of us.

1. The admission process is centralized and done by the Government of Maharashtra.

2. NEP implementation is the universal challenge, so do we have.
3. To run the integrated courses
4. The regional language schools are shutting down decreasing opportunities for Marathi medium.
5. E-governance skilled and trained staff is required.
6. The curriculum is not updated.
7. Time constraints for the outreach program.
8. Non-salary grant is not available.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

S.P.Mandalis Tilak College of Education has affiliated to Savitribai Phule Pune University which provides the curriculum. The teacher education program governed by National level Apex body named as National Council for Teacher Education (NCTE). As per the regulation made by NCTE on syllabus and curriculum transaction the current curriculum of B.Ed was revised in 2015.and has remained unchanged since then. Faculty involved in curriculum development process at university level worked as Board of study members, faculty members, academic council members and the chairman. In addition to the university level curriculum development the institution has also engaged in in house curriculum planning and implementation .The institution prepare academic calendar as per prescribed curriculum at the start of each academic year. Course in charge professors prepare teaching plans and course review planning with course subject teacher.

To enrich the curriculum, the institution offers self-study course, value-added courses, cyber smart teacher course & financial literacy program. Students have choices in elective and pedagogy subjects. The institution emphasizes diverse outlooks, collaborative learning, and the integration of various learning platforms, including online courses and practical teaching experiences. While the institution does not have the authority to change the curriculum, it does make student-oriented choices in the implementation process, focusing on activities like reading and reflection, basic of research, and dance drama to enhance students' professional development..

The institution provides wide range of curricular experience through co-curricular activities and Internship program at B.Ed and M.Ed. A semesterwise pattern is followed at M.Ed level. Students have choice to select research topic. Research work carried out under the able guidance of research guide. PLOs &CLOs are shared with students in student induction program. It is arrange at the beginning of the year. Institution provides ample opportunities for the students to develop technology competency and to acquire knowledge of learning platform through multifaceted activities and learning enhancement by ICT based activities.. Integration of ICT & techno pedagogy in internship program. The feedback mechanism followed by institution to obtain structural feedback on curriculum. Feedback is collected by using google form and mentimetre.Responses are analyse and action taken

Teaching-learning and Evaluation

Teaching-learning and Evaluation are the most significant areas of teacher training. Our college could contribute to teacher education in Maharashtra and train the teachers, who cater to the local as well as global needs for creating a knowledge-based society. We prepare competent teachers with proper behavioural patterns,

professional expectations, emotional stability, positive attitudes, and inclusive approaches as well as sensitivity toward social issues.

The inclusion of all types of students is considered during the admission process. Student diversities are addressed through effective mentoring mechanisms, feedback strategies, remedial teaching, and learning enrichment inputs.

For effective teaching, teachers integrate ICT with suitable and available LMS like Google Classroom and Class Plus. Students are encouraged the use ICT support for their theory courses, teaching, internship, and other activities. We provide opportunities for students to develop teaching competencies in different functional areas through specially designed activities.

Students go through rigorous exercises essential as preparatory to school-based practice teaching and internship. Competencies are developed in students through workshops simulated sessions, participating in institutional activities, and classroom teaching learning with teacher and peer feedback.

Our students are also engaged in developing assessment tools, their administration, analysis, and interpretation. The skills for effective use of ICT for the teaching-learning process are developed in our students. The competence to organize academic, cultural, sports, and community-related events developed through academic, cultural, and sports events in school and college.

Our students are evaluated through assignments and reports by use of the library, field exploration, hands-on activities, and tutorials.

Field experience is provided to our students by internship through their engagement in classroom teaching, assessment, organizing academic and cultural events, studying documents, and different school activities.

The steady progression of students is observed from entry to placement level through continuous and comprehensive evaluation. The progressive performance of the students is closely monitored through continuous internal assessments.

Continuous activities are structured and simulated in our college for replicating academic and co-curricular activities of the school system so that the students recognize the pros and cons of the external reality before they are entered into the real-life experience of school-level teaching-learning-evaluation.

Infrastructure and Learning Resources

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 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. Our institution has LMS – Classplus.

Institute has well maintained infrastructure for extracurricular 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 badminton hall and swimming pool. Institution also has equipment for indoor and outdoor games. The institute has well equipped gymnasium.

Institution has separate library building. Institution has adopted Library Management Software – SLIM21. Institution purchases books & journals every year.

Institution is well equipped with ICT facilities and wi-fi connection. There are 31 computers available in the institution with LAN and internet connection for teaching and non-teaching staff and students. Institute is having internet broadband connection having 250 mbps bandwidth. For wi-fi connection plan is renewed after every six months. Equipments for online teaching-learning are available in the institution including Video camera, SD card, umbrella, Lights (LED), Light stands, Camera stand, Teleprompter, Table & wired mike, Circular light with stand, Headphones, Wireless mouse, Tab, Chroma screens etc.

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.

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

Student Support and Progression

The institution takes a proactive approach to organizing diverse activities aimed at nurturing the capabilities and competencies of student teachers, enabling them to become effective educators. These activities are meticulously designed, considering the cognitive, affective, and psychomotor domains of Bloom's Taxonomy, ensuring a holistic 360-degree personality development for the students. The institution conducts expert lectures, alumni interactions, cultural and sports events, competitions, workshops, and hands-on experiences. Importantly, students actively participate in planning and executing these programs, providing them with invaluable experiential learning opportunities.

Recognizing the evolving educational landscape, the institution hosts workshops and lectures focused on integrating technology and innovative teaching techniques. Moreover, students are encouraged to present papers at state, national, and international conferences, fostering their research and presentation skills.

In terms of student support facilities, the institution provides free parking, recreational rooms, a canteen, safe drinking water, and hygienic washrooms. Comprehensive medical aid and first aid services are available in emergencies. Shared hostel facilities with sister institution S P College are provided, ensuring a secure environment. The institution has dedicated committees such as the Anti-Ragging Cell, Women Anti-Harassment Cell, and Grievance Redressal Committee, collaborating to safeguard students' well-being. A robust mentoring system guides students through grievance procedures, with regular feedback collected both

online and offline. The college facilitates government scholarships and sponsorships, assisting students through the application process.

The institution emphasizes career development through its Placement Cell, organizing campus interviews and facilitating interactions with reputed schools. Alumni, holding diverse positions in various schools, actively engage with the institution, offering valuable insights and opportunities for students. Workshops on resume writing and successful interview techniques further equip students for the job market.

Although the college lacks a formal alumni association, past students from different batches are welcomed back as speakers, resource persons, demonstrators, judges, and chief guests, fostering an environment of continuous learning and networking. These initiatives collectively shape the institution's commitment to holistic education, empowering student teachers to excel in their roles as educators.

Governance, Leadership and Management

Tilak College of Education boasts a robust governance system, and maintains transparency in financial, academics, administration, and commitment to overall development. The institution follows decentralization and participative management by the formation of various departments and committees for the smooth functioning of the college. The Governing Body of the college meets on a regular basis to discuss issues related to the overall development of the institution. Following to government regulations, the college has implemented welfare schemes, and orientation programs for both teaching and non-teaching staff to enhance the quality of Education.

The Internal Quality Assurance Cell (IQAC) diligently monitors the teaching-learning quality, ensuring excellence. While, effective management facilitates the seamless operation of teaching and support systems. This transparent approach enhances the institution's capacity for growth and underscores its commitment to providing quality education. College Encourages the faculty to participate in professional development programmes, orientation programmes, refresher courses, short-term courses, etc. The management provides cooperation and encourages staff members to face the CAS procedure on time. Regular internal and external audits of the college are done. Management provides finance as required to carry out various activities, but it is sanctioned in the yearly budget.

IQAC organised various activities to enhance the quality of services to students and staff, such as online learning platforms, LMS, Google classrooms for all the subjects to provide the learning materials to the student-teachers. During the 21-22 and 22-23 the IQAC initiated Spoken English course, Educational Research Forum, Innovative Classroom teaching methods, TET, TAIT, SET, NET exam, Computer Skill Enhancement Program etc. with the help of IT platform. The college has ISO certification 2018–2019 to 2020–2021. Various research projects are undertaken by the faculties. The college organised state, national, and international-level seminars, workshops, and conferences for quality enhancement. MoUs and collaborations with other institutions are done by the college. Analyses of the feedback received from the students and takes appropriate action.

The planning of academic and co-curricular programmes at the college is done under IQAC. In year 2021–22 the college has successfully faced the AAA committee of Savitribai Phule Pune University, while in 22-23 it is done by the College,

Institutional Values and Best Practices

Tilak College of Education is situated in Green Campus with 700 trees around its biggest Sports Ground in Pune. TCE is at the distance of 7Km from SPP University & Pune station. Commute points are approachable to opt sustainable public transportation to students. B.Ed. & M.Ed. Admissions & Staff Promotions are undertaken with utmost transparency. College Building has adopted passive design principles & is constructed parallel to north south directions to ensure less relative heat inside. The wide walls keep internal climate controlled. Pentagonal classrooms with natural skylight, wide windows, Open passage this design of the building maximize the use of fresh air & natural light. Energy efficient LED Lamps & Solar panels are fixed. CCTV & Security guards are deployed for surveillance.

Gender equity promotion is done through Nirbhay Kanya Abhiyaan, Women's Day, Gender sensitivity Seminar, Savitribai Phule Jayanti. 60 hrs Earn & Learn scheme was held in TCE with equal participation from girls & boys' student. Guidance & counselling groups mentors provide personal counselling to the mentee regarding gender sensitivity & self-employment. Daily collection of Dry, wet & Plastic garbage is done in separate bins. Best out of waste Competition conducted every year in the college where plastic & e-waste material have used to construct artifacts by students. Rainwater is collected through roof harvesting and interlinked with underground pipes to the garden. College has pedestrian friendly roads. Washroom at ground floor, ramp & railing makes the campus divayangjan friendly. Institute with mission "Pursuit of Excellence" & number of best practices like

- National & International Conferences & Seminar
- Developing Evaluation scheme manual for B.Ed. and leadership in SPPU College of Education
- Prize distribution program recognitions bright alumni & staff for their achievements in the research - Education field.
- Contributing in Edu. Research through J.P. Naik Lecture series & research forum
- Inculcating Universal values among the students through day celebration program

Having legacy of 82 years in teacher education TCE provide well trained school teachers at state, national & International level. Our alumni are eminent personalities like school principal, College principal, Government officials leading in various departments. 30 scholars have completed the Ph.D. from TCE Research centre which has 22 research guide & 110 research scholar presently.

Research and Outreach Activities

This criterion deals with the research conducted, publications, contribution for the outreach activity, linkages and functional MoU with other institution to strengthen the programme.

Our institute has a research centre and its active research committee. Institute always work for promoting the research for the faculty and the students. At present 109 Ph.D. research students are pursuing their Ph.D. under the able guidance of 22 guides. S.P. Mandali always supports and promotes for research by granting study leave. Our faculty members completed three major and minor research projects of more than 20 lacs fund during last 5 years. We have established research forum; through which interactive sessions like seminars, workshops, national and international conferences are also organised by the institute.

The institute encourages for professional development of faculty members in research, publication and educational advancement. Our faculty members published about 42 research papers in ISSN and UGC listed

journals and also published 27 chapters in book and have authored reference books with ISBN .

Since our institute provides democratic environment, it always supports for novel ideas. We have established Research Forum, J.P. Naik lecture series. Every month we conduct the lectures regarding research and any relevant topic on education. Institute also provide material and procedural support for the students for their contribution in research and their effective presentation of the academic work.

Since it is the prior responsibility of teacher education institutes, our faculty members are encouraged to extend the services and expertise towards community. We have organised social service activities , activities of National priority programs . Our mother institute encourages us to conduct the activities for sensitizing students towards social issue.

To extend and exchange the knowledge and expertise, our institute has established linkages for faculty and student exchange & research activities. Institute has functional MoUs with Higher Educational Institutes and NGOs and is working with them. Our faculty members are always encouraged to provide consulting services to the school and teacher education colleges. With the strong support of the employer, the institution aims to contribute knowledge, foster intellectual growth, and make a positive impact on the wider community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	S.P.MANDALI'S TILAK COLLEGE OF EDUCATION,PUNE
Address	Tilak College of Education, S P College Campus 1663-2 Sadashiv Peth, Lokmanya Nagar Pune
City	Pune
State	Maharashtra
Pin	411030
Website	tilakcollegeofeducation.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Radhika Narendra Inamdar	020-29998228	9881471076	-	spmtilak1941@gmail.com
Associate Professor	Rajendra Chandrakant Thigale	020-9422511056	9422511056	-	rajendrathigale65@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document
Maharashtra	Yashwantrao Chavan Maharashtra Open University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	21-02-2014	View Document
12B of UGC	21-02-2014	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	84	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Tilak College of Education, S P College Campus 1663-2 Sadashiv Peth, Lokmanya Nagar Pune	Urban	128423	2150

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	Graudation	English,Marathi	200	172
UG	BEd,Education	24	Graudation	Marathi	88	86
PG	MEd,Education	24	Bachelor of Education	English	100	52
Doctoral (Ph.D)	PhD or DPhil ,Education	60	M.Phil Set Net	English	100	59
Pre Doctoral (M.Phil)	MPhil,Education	0	Post Graudation	English	10	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	6				8				14			
Recruited	3	1	0	4	3	3	0	6	1	3	0	4
Yet to Recruit	2				2				10			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				1			
Recruited	0	0	0	0	0	0	0	0	0	1	0	1
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	2	0	0	2
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	3	6	0	9
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

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

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	40	1	0	0	41
	Female	50	5	0	0	55
	Others	0	0	0	0	0
PG	Male	4	0	0	0	4
	Female	17	1	0	0	18
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	5	0	0	0	5
	Female	13	0	0	0	13
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	10	4	6	6
	Female	14	21	20	12
	Others	0	0	0	0
ST	Male	11	3	2	2
	Female	5	3	7	5
	Others	0	0	0	0
OBC	Male	17	10	4	4
	Female	16	11	12	14
	Others	0	0	0	0
General	Male	27	25	19	15
	Female	85	129	113	119
	Others	0	0	0	0
Others	Male	7	7	7	2
	Female	13	10	10	5
	Others	0	0	0	0
Total		205	223	200	184

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Bachelor of Education (B.Ed.) course and Master of Education M.Ed course affiliated to Savitribai Phule Pune University is an interdisciplinary program that combines various courses from multiple disciplines .In core courses philosophy, psychology, ICT, language education, Inclusive education, school education included with its theoretical and practical aspects. Elective courses and pedagogical courses from multiple academic disciplines to prepare more inclusive teacher for future generation</p> <p>Multidisciplinary and interdisciplinary approach help to prepare not only subject oriented teacher but more skilled, multidimensional and diverse teacher. Some key points which are highly reflected in B.Ed and</p>
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	M.Ed curriculum like, diverse curriculum, basics of research, reading and reflecting on text, understanding of self ,dance drama art in education and variety of pedagogical subjects.:
2. Academic bank of credits (ABC):	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. 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.
3. Skill development:	In Bachlore of Education core part is teaching in school and to prepare versatile, multiskilled, competent technosavy teacher for future generation. In diverse curriculum it is expected to develop skill among teacher. We develop teaching skills among students through microteaching and practice teaching lesson. Additionally Classroom interaction, and behavioural skill with school teacher and collaborative skill inculcate through internship program. Technology skill honed through an ICT based curriculum and Intel practicum. Reading and reflecting skill, Art of drama and music are fostered through by specific activities in institution. Disaster management skill , protection of environment and skill of sustainability are developed through elective courses. Event management skill nurtured by organizing funfaire and cultural program within the college. Organisational skill, management skill are refined through conferences and seminar. We emphasis on core elements and values and encourage them to integrate in teaching and it is prominently featured on lesson note. Our approach aim to inculcate all 21st century skills among student teacher via curriculum implementation, practical work, day celebration programs, cultural programs, technological driven activities etc.

<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Indian Philosophical schools are included in the syllabus of M.Ed Course 201, Philosophy 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 Indian Educationists and their thoughts also included in this course Indian Philosophical schools are included in the syllabus of M.Ed Course 201, Philosophy of education. Indian Educationists and their thoughts also included in this course</p>
<p>5. Focus on Outcome based education (OBE):</p>	<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 assess the student-teachers with formative assessment tools, The College develops special guidance programme for the student-teachers as well as there is an arrangement of remedial teaching also. The College has developed Course Learning Outcomes and Programme Learning Outcomes before the commencement of Academic Year. These CLO's and PLO's are communicated to all the faculty members by the Principal. The faculty members declared the CLO's and PLO's to the concerned student-teachers. During the academic year, while curriculum transaction faculty members are focusing on them, faculties also developed various assessment tools, evaluation rubrics and use them in concurrent assessment. The college has facility to assessthe student-teachers with formative assessment tools, The College develops special guidance programme for the student-teachers as well as there is an arrangement of remedial teaching also.</p>
<p>6. Distance education/online education:</p>	<p>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</p>

	<p>knowledge to excel in the field of education.</p> <p>Eligibility Criteria: candidates should have completed their graduation in any discipline from a recognized university with a certain minimum percentage.</p> <p>Duration: The B.Ed. distance education program typically have a duration of 2 years.</p> <p>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.</p> <p>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.</p> <p>Examinations and Assessments: There are periodic assignments, quizzes, and examinations that students need to complete as part of the program evaluation.</p> <p>Dissertation/Project Work: students require to complete a research project or dissertation related to education</p>
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Nil
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Nil
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Nil
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content,	Nil

publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Nil

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
330	408	344	302	205
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	150	150	150
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
79	78	68	63	59
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
106	130	114	116	81
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	118	105	114	77
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
118	129	144	118	125
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	17	17

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	28	28	28	28

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
8400194	8512532	1971383	1834658	8367930

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

3.2

Number of Computers in the institution for academic purposes..

Response: 31

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

The Institution is affiliated with Savitribai Phule Pune University and strictly complies with all rules and regulation set forth by the University for the Implementation of the curriculum. The first year & second year of the B.Ed program consists of a total of 12 courses each. Even though the institution lacks the autonomy to change the curriculum, faculty actively participate in in house curriculum planning .We conduct student orientation program & teacher induction program 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. It's important to note that this year's curriculum hasn't changed, and these procedures have been in place since the start of the academic year.

The faculty put an extra effort to conduct extra classes (if needs be) to complete the course syllabus and also give the guidelines about the nature of examination.. On the 1st day of the college a staff meeting was held and detailed discussion regarding the effective implementation of the curriculum and co-curricular activities. Course in-charge professor conduct the meeting of concerned professors who are involved in course teaching and distribute the portion of syllabus along with practical and activity work..

For Master of Education (M.Ed)-The College follows the guidelines laid down by the Savitribai Phule Pune University Pune in particular. All faculty members gave their inputs to prepare a year plan to provide 90 days of teaching in an academic Semester. The M. Ed. Staff put in extra effort to conduct extra classes (if need be) to complete the course syllabus and also give the guidelines about the nature of

examination.

The meeting for planning to run the curriculum in proper manner is being arranged which is chaired by the Principal and participated by the Head of the M. Ed. Department and faculties. Framework of the academic calendar is decided in the meeting.

For enrichment the quality of the course all faculty prepare course material in the form of PPT, Blog, web resources etc and share it with students for additional learning. Faculty giving contribution in curriculum planning in the form of preparation of curriculum, preparation of framework of syllabus, content development and writing, selection of elective subjects ,open courses, mode of transaction for curriculum implementation.

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

1.1.2

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

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

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

5. Experts**6. Students****7. Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 13.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	04	04	04	04

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	30	30	30

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 0.6**1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	2	0	0

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

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 73.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	0	1100	0	0

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

1.2.4

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

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

Response: A. All of the above

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

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the

curriculum) during the last five years

Response: 28.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
91	91	90	78	100

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Curricular Areas of the Teacher Training Programme

The programme structure comprises three broad inter related curricular areas:- All the curricular areas include theoretical inputs along with the practical work from an interdisciplinary perspective

I. Perspectives in education II. Curriculum and Pedagogic studies III. Engagement with the Course BED 208:- Reading and reflecting on texts: In this course students acquire knowledge of variety of text/e-text interacting with text individually as well as in small groups It helps to enhance their capacities as readers and writers. They read, reflect and reproduce in writing in the form of conjectures, justifications, interpretations, arguments for or against, etc. on the read text/e-texts Students

teacher get Encouragement to discuss among themselves and share their views on the content read and how it can be reproduced.

Course BED 209:- Understanding of self: This course helps to develop an understanding of self as a person, develop an understanding of self as a teacher, engage himself/herself in continuous self-reflection, and get a holistic understanding about himself/herself

Course BED 210:- Basics of Research This course helpful to develop research interest and attitude among student teacher. They identify the school based research problem and to solve them scientifically.

Course BED 211:- Drama and Art in Education .The present course based on real education implies reflection, introspection and action, with a deep relationship between the Head, Heart and Hand. Drama and art helps the student teacher to understand the self and to realize it as a form of self-expression and for enhancing creativity. In this course student teacher do various activities like Script writing ,Street play ,Visit to an art gallery ,Visiting/Organizing exhibitions ,Visiting/Organizing cultural fests ,Report on the folk life ,Interview with experts from the field like artists, actors, singers, writers, poets, painters, musicians, dancer, etc Appreciation of a film/drama/novel/folk drama, etc. Use of Music/ Arts in Education

Course BED 212:- Open Course- In this course various courses are given which is helpful to develop skills in student teacher like, Presentation skills Communication skills Decision making skills Event management skills Creative writing skills Problem solving Stress management Time management Self-awareness skills Social awareness skills Leadership skills Analytical skills Soft skills. Development of various technological competencies among student teacher through activities like Preparation of learning resources/material, Multimedia product ,Educational blog/website Newsletter/Brochure/Pamphlet / Printed material, etc. To enrich their experience and get them explore in field a various Field work activities like, Educational Market Survey for needs analysis, Interview of Educational Book Publisher/Entrepreneurs

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

1.3.2

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

Response:

Curriculum-In B.Ed curriculum there is core course School and Inclusive Education. In this course theory and practical work help to familiarize students with the diversities in school system. Students learn policies related to disabled children at national and international level .Inclusive educational program, identification of diverse learners,inclusive classroom arrangement and its importance in Indian classroom setting in inclusive set up school etc through these activities and program student learn diversities at college level and school level.

Tutorial/Seminar presentaion Tutorial activity oriented on one of the disability and its identification and measures. Student collect information about diversity and prepare presentaion

Internship and while working of the school, the student teacher collect Information regarding Parent teacher association. In this interaction they know the parents role in their child development and supporting role with school. Student teacher identify diverse learners from diverse population.

Role of Professional organization of teachers at various level state, national and international. To familiarise with student diversity and diverse learner's student teacher collect information about practices of inclusion at college level ,provisions for slow learners and activities for gifted students. Student teacher also focus on community related work and activities for professional growth of teaching and non-teaching staff.

Intel- Practical work- students prepare unit plan templet. In this student mention unit plan and requirement especially for diverse learners

Individual Educational Plan- Students familiarise with IEP it is helpful to identify learners and adopt modification in teaching learning strategy

Organise National /International seminar-Institution has frequently organise seminar .conferences on emerging topic.Participants come from differeant background. Student interact with participant and familiarise with their culture and diversity.

Institution provide opportunity to participate in intercollegiate competition,interschool competition,street play,school cultural program,extra mural activities etc.Institution adopt inclusive practices to make availability of equipment supported to diverse learners.

Field visit- Institution organise field visit to international school , special teacher training institute, Mukbadhir vidyalay to learn deaf children and their learning style

Availability of Resources- Institution provide information of resources useful for diverse learners.in the form of audio video& images.

Poster presentation-Student take part in poster presentaion in world disabled day 3rd december.

MOOC Course- Faculty design develop and deliver mooc course on Flexible approach of learning.In this course student learn how to adopt flexible approach for diverse learners sitting in classroom. Course developer arrange lectures of international speaker,national speaker. Introduce open education resources.

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

1.3.3

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

Response:

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.

Project-Based Learning (PBL): included in Intel practicum. It is help to develop technology competency

Internships: In the introduction to the Internship the student teacher complete various activities: They conduct lessons and observe lessons of experienced school teachers preferably two of each school subject. Develop lesson plans to cater to the diverse needs of the students preferably two of each school subject under the guidance of the school teacher. Prepare a report of the observed co-curricular and extracurricular activities organized in the school. Write an essay reflecting on the activities in which the student teacher has assisted the school teacher in his/her work. In the second year students get wide range of experience through sixteen weeks internship experiential learning program. Student teachers are exposed to a variety of approaches for teaching, observation of children in multiple socio-cultural environment and involve themselves in reflective thinking. Student teacher prepare lesson plan, To enhance the organizational and managerial skills the student teacher participate in the organization of the co-curricular and extracurricular activities arranged regularly during the internship period in the school. S/he has to maintain a detailed record of the same. Students write their experience and reflections about their journey of internship to make them realize their professional identity as a teacher.

Students get wide range of curricular experience..

Co- curricular Activities: The student teacher organize and participate in co-curricular activities and extracurricular activities arranged regularly throughout the year in the college.

Social Service ,Cultural activities, Sports activities, City /Village development programme, Family planning programme, Civil Defence, Rally on different social issues.

Health and Yoga In this program student do physical exercises, games, special programmes on yoga and suryanamaskar, sports activities,

For M.Ed Course- Internship has planned in Teacher Education Institute Students acquire this hands-on training through the internship program.

Organization & Participation in cocurricular activities-Student manages and participates in the curriculum activities of the college.

Opportunity to expand professional skills-Development and expand professional competencies, Skills, interest and expectations in preparing for a career in the field of Teacher Education

Experiential learning-Integrate practical experience with classroom instruction for more complete learning process.Organizing co-curricular activities including health education activities, cultural activities, educational visits etc.,Control, supervision and feedback of student activities. Promote holistic development among M.Ed. students.

Enrich experience in co-curricular part--trainees have enrich their experience while Participation in co-curricular activities, Conduct extra periods, Plan and participate in Meditation & Yoga activities, organize Cultural activities,arrangeTrips & visits etc

Enrich experience in curricular part-Provide help in lesson guidance-At least 5 students should be guided regarding-the aims, objectives, outcomes, Matter, steps of the lessons. Specify Teachers role & methodology & students role

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 84.53

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

2.1.2

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

Response: 62.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	37	63	32	39

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

2.1.3

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

Response: 3.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	0	1	0

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

In Tilak college of Education. Selection of student is very transparent and unbiased. Student selection is done through CET exam. This exam is conducted by Government of Maharashtra. (CET Cell). The Tilak college of Education provides personalized attention to each student while taking admission. After the admission individual assessment is done through Entry level test.

Entry level Test-

A) Entry level test for content knowledge

Primary Objectives of the entry level test-

1)To check the content knowledge of the student- teachers, this content knowledge will help them in their B. ED coursework during this training they will conduct various lessons in simulation environment, practice lessons and internship.

2)To design appropriate remedial strategies to support those student teachers whose score is low in entry level.

The Secondary objective is that if the student-Teacher score below the expectations than they would realize the real status of themselves in the content knowledge, this will motivate them to learn more and put efforts in regarding content knowledge of the content course.

Apart from above objectives such strategies will help students to score good in university exams too as SPPU, Pune conduct exam on content knowledge of selected papers of 80 marks. considering the final university exam pattern entry level test is designed to support the student's practice.

Evaluation and Analysis of the Entry level test-

Every content paper in- charge professor conducts entry level content tests for the every subject to access level of learning of student's teacher.

B) Entry level test Oral Communication-

As communication skill is essential part in teaching profession for that Tilak college of Education takes special efforts to develop and enhance this skill.

Following steps are taken by the institution-

- 1.Common orientation is taken for students during this process self-introduction programme is conducted for the students.
2. During this session student oral skills are assessed. In this process students are assessed based on body language, their confidence level, logical organization of their thoughts, command over language.
- 3.Apart from this students' hobbies, strength, weakness, achievements and skills are also analyzed

4.All the details are filled in the individual forms, which is analyzed by professors in detail and students are given opportunities to participate in various activities throughout the course

Academic Support provided to the students.

Course wise academic support is provided to the students.

- Content is taught in the classroom.
- Apart from teaching google classrooms are created by the concern professor In -charge for their subject. On which their self-created presentation and well researched and selected material is uploaded related to their subject.
- Topics are given to the students for the presentation. Students prepare the presentation with the help of professor in-charge. During presentation discussion are led by students which was guided by professor.
- YouTube videos are created by professors and links are shared to the students so that they can refer those videos later for the guidance.
- Book shows are organized to make students familiarize to their concern subject reading material and other learning resources.

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

2.2.2

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**

6. Assistive Devices and Adaptive Structures (for the differently abled)**7. Multilingual interactions and inputs****Response:** A. Any 5 or more of the above

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

2.2.3**There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students****Response:** As an institutionalized activity in accordance with learner needs

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

2.2.4**Student-Mentor ratio for the last completed academic year****Response:** 19.41**2.2.4.1 Number of mentors in the Institution**

Response: 17

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Tilak College of Education always believed that, 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	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document

2.3.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	17	17

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

2.3.3

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

Response: 100

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

Response: 330

File Description	Document
Landing page of the Gateway to the LMS used	View Document
Data as per Data Template	View Document

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

Mentoring is essentially about extending necessary support to build 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 a Systematic Student Mentoring System followed by the institution. 17 guidance and counselling Cell Groups are formed

(13 for B.Ed. and 4 for M.Ed.) and approximately 8 students are assigned to be 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	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

2.3.6

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

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**
- 4. Teacher presented seminars for benefit of teachers & students**
- 5. Use of media for various aspects of education**
- 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Data as per Data Template	View Document

2.3.7

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

Response:

Tilak College of Education 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 approaches through discussions, guest lectures, social service activity, field visits 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 develop interpersonal skills. Weekly light physical exercises like Yoga and meditation are scheduled for a 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	Document
Documentary evidence in support of the claim	View Document

2.4 Competency and Skill Development

2.4.1

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**

9.Preparing Individualized Educational Plan(IEP)**Response:** A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: B. Any 6 or 7 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

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

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

Response: A. All of the above

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

2.4.6

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**

4.Involvement in preparatory arrangements**5.Executing/conducting the event****Response:** A. All of the above

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

2.4.7**A variety of assignments given and assessed for theory courses through**

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

Response: A. Any 4 or more of the above

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

Other Upload Files

1

[View Document](#)**2.4.8****Internship programme is systematically planned with necessary preparedness..****Response:**

Tilak College of Education places significant emphasis on systematic planning and necessary

preparedness for internship programs. The following points describe the college's preparatory efforts in organizing the internship program:1. Selection of Schools for Internship: College establishes partnerships with reputed schools known for their educational excellence and diverse teaching methodologies. 2. Orientation to Students Going for Internship: Students are provided with information about the specific school they will be interning at, including its infrastructure, and academic practices. This ensures that interns are well-prepared and have a clear understanding of their roles and responsibilities during the internship.3. Defining Role of Teachers in the Internship: The college establishes clear guidelines for teachers who supervise and mentor the interns during their internship period. Teachers are assigned to provide guidance, support, and feedback to the interns.4. Streamlining Modes of Assessment of Students: 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, the Institution ensures that the internship program is well-structured, enriching, and provides interns with valuable learning experience that prepares them for their future careers in education.

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

2.4.9

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

Response: 1.43

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

Response: 74

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

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

2.4.11**Institution adopts effective monitoring mechanisms during internship programme.****Response:**

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	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document

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

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

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

Response: B. Any 4 of the above

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

2.4.13

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality**2.5.1**

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

Response: 58.57

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2**Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 91.46**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 15

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

2.5.3**Average teaching experience of full time teachers for the last completed academic year.****Response:** 19.81**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 317

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4**Teachers put-forth efforts to keep themselves updated professionally through**

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

Response:

Tilak College of Education has experienced teachers who have been working with institutions for more than 25 years. Our teachers are self-motivated and keep themselves abreast of the latest knowledge. Our faculties are attached to many committees at Savitribai Phule university.

Our faculty keep sharing their knowledge on national and international level. For that they participate in conferences and refresher courses. Apart from this our college has an in-house mechanism to keep updating faculties knowledge. Like regular meetings are held to share and discuss the recent development in the field of education, policies and feedback are taken to improve the working of college.

The teachers are dedicated to enhancing their professional skills and knowledge by organizing staff academy lectures, J.P. Naik Lecture Series and Research forum lecture Series. These efforts aim to keep educators updated with the latest advancements in the field of education, ensuring their teaching practices align with current pedagogical trends. Renowned experts, researchers, and experienced educators are invited to share their insights, expertise, and experiences with the teaching staff. The topics covered during these lectures span a wide range of subjects, including innovative teaching methodologies, curriculum design, educational technology integration, assessment strategies, classroom management techniques, and more.

The college administration recognizes the importance of providing ongoing learning opportunities for teachers, as it directly impacts the quality of education offered to the students. By arranging these lectures, the college creates an environment that fosters growth, encourages critical thinking, and promotes collaboration among the teaching staff. By actively participating in these lectures, teachers stay abreast of the latest educational theories, strategies, and best practices. This continuous professional development ensures that they provide a high-quality education that meets the evolving needs of their students. Ultimately, the efforts put forth by the teachers and the college administration contribute to the overall academic excellence of Tilak College of Education.

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

2.6 Evaluation Process

2.6.1

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

Response:

Tilak college of Education which is affiliated to SPPU university has B.Ed. and M.Ed. two years program. Under these program syllabus designed by SPPU university are followed.

Syllabus is very well designed and comprehensive.

Continuous internal evaluation procedure followed by institution aims good study habits, accelerates personality development and enhance the perspectives of education. For each course core and optional courses are given to the students. Continuous Internal evaluation are done for the both core and optional subjects during the year. And External evaluation conducted by Savitribai Phule university at the end of the year.

For B.Ed. Program and M.Ed. Program:-

In B.Ed. Program assessment consists of Continuous Assessment (CA) and Year End Examination (YEE) with 20% and 80% weightage for BED 101 to BED 107 and BED 201 to BED 205 respectively.

100% weightage is given to the practical based course BED 108 to BED 112 and BED 206 to BED 212. These course activities are organised as per academic calendar for smooth running.

While in M.Ed. semester pattern is followed.

CIE Component-Continuous Internal evaluation has three components of 180 marks which is converted in 20 marks.

Component 1(Practical) 50 marks- Each Core, specialized and optional course has list of practical work which is defined by affiliated university. Flexibility is given to the concern institution to select the practical as per their feasibility.

Steps followed: -

- Each Course in charge professor orient the students about practical as per schedule.
- For completion of practical guidance are given to the students by concern faculty.
- For practical completion sufficient time was given to students for completion.
- Submission dates given to students.
- Concern faculty checked practical as per evaluation scheme and displayed marks on notice board.

Component 2 (CA activity) 50 marks-

Each perspective and optional courses having a CA activity in the syllabus.e.g.Multiple Choice Questions, Quiz, Presentations, Field Visits, Projects, Seminars, Group Discussion/ Panel Discussion, Tutorials, Assignment.

-From the list one CA activity are given to the student to complete.

-Each course concern professor orients the student about CA activity.

-As per schedule CA activity conducted and evaluated based on evaluation scheme prepared by the concern professor.

Component 3(Written Test) 80 marks-

Written test of 80 marks is conducted Each Perspective, specialized and optional subject according to Savitribai Phule Pune university Pattern.

Question paper pattern:

Core subject-5 essay type questions of 15 marks.4 shorts notes of 5 marks.

Special subject-1 question of 15 marks, 3short notes of 5 marks, 10 objective types question of 10 marks.

CIE Activities for M.E.D Program -

First semester- 5 courses

Second semester-7 courses

Third semester- 12 courses

Fourth semester-7courses

In Each semester professor in charge select the activities for the evaluation. Which is of total 50 marks.

In M. Ed. course written test, Poster Presentation, Power point presentation, Home Assignment, Practical Seminar presentation is major component of Continuous internal evaluation. Semester wise All the continuous internal evaluation activities conducted as per Schedule.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Tilak college of Education affiliated to SPPU university follows Yearly pattern for two years B.Ed. programme and Semester pattern for two years M.Ed. programme. Internal and external examinations are conducted for B.Ed. first year and B.Ed. Second year, M.Ed. First, second, third, fourth semester. For the internal evaluation apart from CA activities internal exams are conducted.

In the institution an internal evaluation committee has been constituted to solve the grievance related to internal examination and internal evaluation work of students. The committee constitutes Principal of the college, Head of the examination department of the college, Head of the internal moderation, IQAC Coordinator, (CEO) College examination officer etc.

Internal evaluation committee members took decisions about the students' grievances.

Following procedures are followed by the internal Evaluation In-charge: -

- The internal written exam schedules are prepared and communicated to the students
- Internal examination in charge informs Teacher educators to set a question paper as per blue print with marking schemes, answer scripts.
- Teacher educator evaluates the Answer sheet objectively. Evaluation is done by the concern course professors within three days from the date of exam very objectively
- There will be zero space for grievances from the students regarding the evaluation of Answer

sheets.

- Complete transparency in the internal evaluation. The assessment criterion adopted is as directed by Savitribai Phule Pune University.
- Answer sheets distribution schedule the checked answer sheets of the students are distributed to the students for the verification by the students and any grievance is redressed in the class immediately.
- Tilak college of Education follows an open and transparent evaluation procedure where the students' marks for every internal activity's mark is displayed on the notice board.

Till now major grievances regarding the examination were not received from the students. Minor grievances application was received from the students to postpone the internal examination to get time for studies.

Grievances raised by the students regarding the re-examination of the students who were absent in the examination for that re- test are planned and conducted for that student as per norms, and student submitted application with proper documents.

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

2.6.4

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

Response:

SP Manadli's Tilak college of Education follows the calendar issued by Savitribai Phule University, Pune. The Calender is well defined and provided to affiliated colleges before the commencement of the year. At Institution level Tilak college of Education prepare the academic calendar for B.ED first year, B.Ed. Second year, M. ED Semester one, semester two, semester three, Semester four for smooth functioning.

The academic Calendar helps faculty members to plan their respective course activities and Internal evaluation activities

Procedure followed by Tilak College of Institution are as follow: -

- The principal organized staff meeting regarding the academic calendar and discussed the activities related to each department.

- The head of the department give the dates regarding the month in which the activities of their department should be taken up.
- Institutions academic calendar consists activities 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 Reading & Reflecting on text, understanding self, Drama an art in Education, open Course, other Activites-Tilak punyatithi, Teachers Day Programme, Mahatma Gandhi birth anniversary programme, Word Teacher day programme, Geography Day programme, Republic day programme, J.P.Naik lecture series, staff meeting, IQAC Meeting Guidance and Counselling Group Meeting, Diwali Vacation.
- Internal evaluation Department and Internal evaluation committee recommends dates and month in the academic calendar and approves the dates for the internal exam and evaluations.
- Later the Internal evaluation department announce officially. Internal evaluation department in charge send notices to students and professors for implementation Continuous internal evaluation's activities.
- Internal Written exam time table prepared as per academic calendar by the head of the internal evaluation department for B.Ed. first year, B.Ed. second year and M.ED Semester one, two, three and four.
- Internal activities Seminar, Tutorial, MCQ, Assignment, Practical. Course in-charge professor prepared the CIE activities with the scheme of Evaluation and executed as per planning and academic calendar.

Assessment consists of Continuous Assessment (CA) and Year End Examination (YEE) with 20% and 80% weightage for BED 101 to BED 107 and BED 201 to BED 205 respectively. Assessment consists of Continuous Assessment (CA) of complete weightage i.e. 100% for practical courses i.e. BED 108 to BED 112 and BED 206 to BED 212. Same for M.Ed. Semester wise activities are planned. These course activities are organised as per academic calendar for smooth running.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The teaching learning process of the institution is aligned with stated PLO's and CLO's.

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.

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.

Feed from students are taken on regular basis through Student survey form provided in different activities to keep the B.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	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 92.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
93	118	106	115	76

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

2.7.3

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

Response:

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.

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	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 83.02

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

Response: 88

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

2.7.5

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

Response:

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	2	0

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

3.1.2

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

Response: 5.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	7,80,000	0	12,40,000	0

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

3.1.3

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

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: C. Any 2 of the above

File Description	Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4

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

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

Response: B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document

3.2 Research Publications

3.2.1

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

Response: 2.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	8	4	6	10

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

3.2.2

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

Response: 1.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	14	5	3

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

3.3 Outreach Activities

3.3.1

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

Response: 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	1	1	2

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

3.3.2

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

Response: 22.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
261	50	3	3	43

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document

3.3.3

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

Response: 52.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
633	65	50	0	90

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

3.3.4

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

Response:

The main objective of the teacher education program is to transform the knowledge, developing awareness & attitude and make the students sensitize to contribute for the social issue. Keeping this in mind our institute always trying to 'work for the community' and 'work with the community'.

School and college or any other formal institution are the agents for the contribution towards community work. As we, the teacher education institute, preparing the future teachers, we have the mechanism with curricular and co-curricular activities to contribute for the society.

We have social service groups; through which we have conducted outreach activities. These activities serve the purpose of engaging the community and sharing knowledge and expertise on community needs. Our faculty members organise the community related activity with the help of student teacher. On the occasion of Mahatma Gandhi Jayanti, every year we organize campus cleaning campaign under 'Swachh Bharat Abhiyan'.

Our student teachers have also organised and participated in cleaning activity of 'Parvati' and 'Sinhagad Fort' the historical places of Pune city! Students also extended their service to teach and mentor the academically needy students. They conducted coaching for Mathematics and Science subject at their door. We have extended the service for outreach activity through door step activity. Our faculty members and students actively participated in the visit to 'Old age Home' i.e. 'Mathosree Vrudhashram'. Institute organised lectures for health, entertainment and some joyful activities for them. Our students interacted with the elder persons and tried to understand the expectations from them. With this experience, our students got aware about the facts and the situations in the society. They also been sensitized about the social issue. Such activities definitely will be helpful in future to change the attitude of student teachers to work for the community. This activity and experience taught students the values, corporation and service towards the needy people.

We have the collaboration and MoU you with NGO named 'Reflection Foundation', with this collaboration we have trained our student-teachers as a Master Trainer for very sensitive issue i.e. 'Good Touch, Bad Touch' ! Student - teachers extended their knowledge towards school community and oriented the school students in this regard.

In this way, our institute work for outreach program and trying to contribute for the different communities of the society which are in need. It is very helpful to develop the relationship and bonding of a students with the different parts of the local community. In this manner we are trying to fulfil the objectives of the Teacher education Programme.

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

3.3.5

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description**Document**

Data as per Data Template

[View Document](#)

3.4 Collaboration and Linkages**3.4.1**

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

Response: 1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	4	0	0

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

3.4.2

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

Response: 3

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

Response: 3

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

3.4.3

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

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

Response: D. Any 1 or 2 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The 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 31 computers available in the institution. The ICT lab is regularly used by all student teachers and staff members.

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

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.

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

4.1.2

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

Response: 100

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

Response: 06

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

Response: 06

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

4.1.3

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

Response: 34.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
4763431	3643661	367741	331000	979631

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library Management Software Name – SLIM21

Year of Automation - 2013

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	Document
Bill for augmentation of library signed by the Principal	View Document
Link for additional information	View Document

4.2.2

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

Response:

Institution has adopted automation of library using Integrated Library Management System (ILMS).

Library Management Software Name – SLIM21

Year of Automation - 2013

Features of Library Automation.

New Version of SLIM21 - 3.8.0

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

- **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.**

4.2.3

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

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

Response: E. None of the above

File Description	Document
Data as per Data template	View Document

4.2.4

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

Response: 67506.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
155677	76176	26230	35120	44329

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

4.2.5

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

Response: 1.51

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

Response: 66

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

Response: 70

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days)

during the last completed academic year

Response: 33

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

Response: 145

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

Response: 208

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document

4.2.6

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Institution is well equipped with ICT facilities and wi-fi connection. There are 31 computers available in the institution with LAN and internet connection for teaching and non-teaching staff and students. In those 19 computers are for faculty. 07 computers are available for administrative use. And 05 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 mbps bandwidth. For wi-fi connection plan is renewed after every six months. Equipments for online teaching-learning are available in the institution including camera stand, circular light with stand, headphones, wireless mouse etc.

Number of Computers

There are 31 computers available in the institution with LAN and internet connection for teaching and non-teaching staff and students. In those 19 computers are for faculty. 07 computers are available for administrative use. And 05 computers are exclusively for students use. Other than this two Laptops are available for faculty use.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 10.65

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

4.3.3

Internet bandwidth available in the institution

Response: 250

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

Response: 250

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

4.3.4

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

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

Response: D. Any 1 of the above

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

4.4 Maintenance of Campus and Infrastructure**4.4.1**

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

Response: 17.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1635537	541602	57730	1089482	1677131

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

4.4.2

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

Response:

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 Prasarak Mandali, Pune. Our proposals regarding infrastructures have to be sanctioned by the governing body of our mother institution Shikshana Prasarak Mandali, Pune.

File Description	Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

9.Canteen
10.Toilets for girls

Response: A. Any 8 or more of the above

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 21.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	29	48	6	5

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

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 7.07**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 6

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

Response: 1

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

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 18.13**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	57	14	9

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

5.3 Student Participation and Activities

5.3.1

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

Response:

5.3.1 Role of Students Representative Council in the institutional functioning

In our college, the Students' Representative Council (SRC) plays a vital role in enhancing student engagement and the overall functioning of the institution. These SRC members are democratically elected by their mentoring groups, ensuring a representative and inclusive body that reflects the diverse perspectives of our student body. With responsibilities spanning across various departments such as Educational Technology, Publication, Day Celebrations, Placement, Sports, Manuscript Publication, and Inter-Collegiate Competitions, SRC members actively collaborate with faculty members who oversee each respective department. This collaboration fosters a strong connection between students and faculty, promoting a harmonious learning environment.

Regular meetings, presided over by the principal, serve as a platform for SRC members to voice concerns, provide valuable feedback, and participate in discussions about college-related matters. The principal's involvement underscores the importance placed on student input in decision-making processes, ensuring that the college addresses issues effectively and promptly. Moreover, SRC members are an integral part of the planning and execution phases of various college activities. Their active participation not only enhances the quality of these events but also nurtures leadership skills and a sense of ownership among students.

The SRC's proactive role in our college exemplifies a collaborative approach to education. By bridging the gap between students and faculty, the SRC contributes significantly to the overall success and vibrancy of our institution. This dynamic partnership fosters a nurturing environment where students' voices are heard, their concerns addressed, and their active involvement in college activities celebrated.

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

5.3.2

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

Response: 24.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	12	22	34	31

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

In the vibrant tapestry of Tilak College of Education's history, alumni stand as enduring pillars, weaving a story of lasting influence. Since its founding in 1941, affiliated with the esteemed Savitribai Phule Pune University, the college's alumni network has played a crucial role in shaping the institution's academic landscape. This exploration delves into the immeasurable contributions made by our esteemed alumni, underscoring their pivotal role in the college's continuous evolution.

Tilak College of Education's alumni engagement transcends conventional boundaries. Although a formal alumni association might be absent, the alumni's dedication shines brightly through their unwavering commitment to enriching the institution's educational journey. This commitment is notably evident during events such as the annual Makar Sankranti gathering, where alumni, students, and faculty converge, sparking vibrant discussions and nurturing a robust sense of community.

The alumni's impact on the institution is palpable and profound. Their diverse professional journeys imbue them with a wealth of practical knowledge and experiences. This reservoir of wisdom finds purpose during various college programs where alumni assume roles as resource persons and distinguished guests. Their insights, often derived from the dynamic educational landscape, offer invaluable perspectives. Moreover, alumni feedback becomes a catalyst for change, guiding the college in honing its academic strategies to align with the contemporary demands of the teaching profession.

Beyond their participation in formal events, alumni extend mentorship to current students. By sharing real-world experiences, challenges, and triumphs, they impart invaluable lessons. This mentorship instills a profound sense of direction among students, enabling them to navigate the intricacies of the teaching profession. Through personal interactions, alumni guide students, moulding them into not merely proficient educators but also compassionate mentors who inspire and lead future generations.

The alumni's contributions extend to the genesis of innovative academic initiatives. Their suggestions have paved the way for the implementation of cutting-edge teaching methods, progressive evaluation strategies, and specialized workshops. These initiatives are meticulously tailored to meet the evolving needs of students,

augmenting the quality of education provided by the institution. The alumni's expertise ensures that Tilak College of Education stands tall, maintaining its position at the vanguard of educational excellence.

Recently, Alimni named Smt. Savita Prabhakr Kale, donated Rs. 1,00,000/- for the college development.

In conclusion, the alumni of Tilak College of Education stand as torchbearers of the institution's legacy. Their unwavering commitment, practical insights, and mentorship not only enrich the learning experience for current students but also propel the institution towards perpetual improvement. As Tilak College of Education strides forward, the invaluable contributions of its alumni serve as a guiding beacon, illuminating the path toward educational brilliance and inspiring generations yet to come.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

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

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

Response: B. Any 4 or 5 of the above

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

5.4.3

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

Response: 2

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	1

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

5.4.4

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

Response:

Tilak College of Education, located in Pune, stands as a beacon of education with a

rich legacy spanning over 82 years. This venerable institution has nurtured thousands of students who are now scattered across the globe, making significant contributions to the field of education. Our esteemed alumni can be found in diverse roles such as school principals, college principals, school teachers, college faculty, education officers, and even civil servants.

The alumni of Tilak College of Education are not just a part of the college's history; they are actively involved in shaping its present and future. These accomplished individuals are welcomed back to the college based on their expertise, capabilities, and achievements. For instance, those who have excelled in positions like school principals or coordinators collaborate with the college to identify and recruit talented students for their respective institutions.

Regular interactions between alumni and current students form an integral part of our educational environment. Alumni from various batches visit the college informally, offering invaluable insights to the students. Particularly in micro teaching groups, they share their personal experiences, guiding and motivating the aspiring teachers. This informal mentorship helps the students understand the real challenges and triumphs of the teaching profession, inspiring them to become better educators.

Furthermore, the college invites alumni to participate as resource persons, speakers, or chief guests during various events. Their speeches resonate with appreciation for the students' efforts, whether it's in activities like blackboard writing, Rangoli (traditional Indian art form), anchoring, decoration and hospitality. These gestures of recognition play a crucial role in boosting the students' self-confidence and helping them recognize their own talents and capabilities.

Additionally, toppers from previous batches are also welcomed back to interact with the current students. Their presence serves as a motivational force, encouraging the students to focus on their studies and steer their efforts in the right direction.

Every year, the college arranges an event during Makar Sankranti students are encouraged to interact not only with their peers but also with various alumni. This practice plays a vital role in fostering strong connections among the former students.

While these initiatives are not formally organized under an alumni association, students from different graduating classes are encouraged to engage with the college. These interactions are instrumental in motivating and guiding students, ensuring they are on the right path toward achieving excellence in their educational pursuits. Their involvement, guidance, and motivational presence continue to inspire generations of educators, fostering a culture of excellence and continuous learning within the college.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

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.

Our institution is governed by Shikshan Prasarak Mandali The renowned trust have a glorifying history of 134 years in the field of education, places a strong emphasis on inclusive decision-making processes that involve its teachers, students, and non-teaching staff. This trust having more than 40 different schools and colleges who is providing quality education from KG to PG.

Perspective Plans

At Tilak college of Education, the formulation of perspective plans is a crucial aspect of institutional governance. These plans outline the institution's long-term vision and strategic goals. They serve as roadmaps for academic and infrastructural development. The involvement of teachers, students, and non-teaching staff in shaping these plans is prominent.

Teachers' Participation

Teachers play a pivotal role in decision-making at the institution. They actively contribute to curriculum development, academic policies, and research initiatives. Through the Institutional Quality Assurance Cell (IQAC) and the Staff Academy, teachers collaborate to enhance the quality of education and faculty development. Their insights and expertise ensure that academic programs remain relevant and responsive to changing educational paradigms.

Students' Engagement

Student participation is equally valued at Tilak college of Education. The institution fosters a culture of active student involvement through the Students' Council. Students provide feedback on academic programs, extracurricular activities, and facilities. Their perspectives help to shape a student-centric learning environment.

Non-Teaching Staff's Contribution

The non-teaching staff members are integral to institution's operations. Their participation in decision-making processes ensures the efficient functioning of administrative and support services. Their insights are vital for streamlining processes, enhancing infrastructure, and maintaining a conducive environment for learning and working.

Collaborative Decision-Making

The collaborative decision-making process is facilitated through regular meetings, workshops, and open forums where teachers, students, and non-teaching staff engage and share their views. The principal and the management work closely with these bodies, valuing their contributions and insights.

TCE's commitment to participatory governance is a testament to its inclusive and democratic approach to decision-making. The institution recognizes that the collective wisdom and diverse perspectives of its teachers, students, and non-teaching staff are instrumental in achieving its long-standing mission of providing quality education. This collaborative ethos ensures that the institution remains adaptable and responsive to the evolving needs of its stakeholders in an ever-changing educational landscape.

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

6.1.2

Institution practices decentralization and participative management

Response:

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.

Tilak College of Education uses effective and efficient academic administration through its practice of decentralization and participative management. With a commitment to fostering a culture of collective decision-making, the institution has established a network of 43 committees, spanning across the three categories of human resources: teaching, non-teaching, and students. This structure has not only streamlined its operations but has also paved the way for innovation and academic excellence

Committee Structure

The college's committee structure is the cornerstone of its participative management approach. These committees cover diverse aspects of academic and administrative

functioning, including curriculum development, student welfare, infrastructure maintenance, and more. Each committee is tasked with specific responsibilities, ensuring focused attention on key areas.

Teaching Activities in Groups

As far as teaching activities are concerned, Tilak College of Education has embraced the concept of group-based learning and collaboration. Activities such as micro-teaching, practice lessons, internships, cell groups are organized into groups. Within this structure, each professor is allotted with the mentorship and guidance of a specific group of students. This not only enhances the quality of teaching but also fosters a strong teacher-student relationship.

The decentralized structure allows for the efficient handling of various tasks and responsibilities. With committees dedicated to specific functions, decision-making is expedited, leading to more effective outcomes.

Participative management ensures transparency in the decision-making process. Faculty, non-teaching staff, and students have a voice in matters that directly impact them, promoting openness and accountability.

A diverse range of committees encourages innovative ideas and solutions. Different perspectives from various stakeholders often lead to creative problem-solving and continuous improvement.

The involvement of students in decision-making empowers them to take ownership of their educational experience. This participative approach fosters a sense of responsibility and active engagement in the college community.

Decentralization allows for a more robust quality assurance mechanism. Committees dedicated to curriculum development and academic standards ensure that the institution maintains high-quality educational offerings.

Group-based teaching activities promote collaboration among both students and faculty. This collaborative spirit extends to committee work, where diverse teams come together to address college-wide challenges.

The success of Tilak College of Education in achieving a smooth and flawless functioning of every single aspect of the institution finds its roots in the well-organized and decentralized structure. By forming numerous committees and actively involving teaching, non-teaching, and student stakeholders, the college has fostered a culture of participative management that prioritizes efficiency, transparency, innovation, and collaboration.

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

6.1.3

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

Response:

Transparency in educational institutions is vital to build trust among stakeholders, maintain credibility, and ensure ethical operations. Tilak College of Education, Pune, has consistently prioritized transparency in its financial, academic, and administrative functions. This report delves into the college's practices that promote transparency in each of these areas.

Financial Transparency

Tilak College of Education ensures financial transparency through the following practices:

Annual Budget: The college prepares a comprehensive annual budget that outlines income, expenses, and allocation of resources. This budget is reviewed and approved by the college's governing body, and it serves as a transparent financial roadmap for the institution.

Yearly Audit: To maintain accountability, an annual financial audit is conducted by a qualified external auditor. The audit report is shared with the governing body, faculty, and relevant authorities. Any discrepancies or concerns identified during the audit are promptly addressed.

Fee Structure Disclosure: The college displays its fee structure prominently on the notice board. Fees are determined in compliance with government norms and regulations, ensuring fairness and transparency in fee collection. Any changes in fee structures are communicated well in advance to students and their guardians.

Academic Transparency

The college is committed to transparency in its academic functions through these measures:

Internal Marks Display: All internal assessment marks are made available to students and faculty on the notice board. Additionally, these marks are uploaded on digital platforms such as Google Classroom and WhatsApp groups before being submitted to the university. This ensures that students have timely access to their performance data.

Feedback Mechanism: The college encourages students to provide feedback on teaching methods and curriculum. This feedback is collected anonymously and used for continuous improvement. The results of these surveys are shared with the faculty, fostering transparency in addressing concerns and making necessary changes.

Course Syllabi and Outcomes: Detailed course syllabi, learning outcomes, and assessment criteria are provided to students at the beginning of each academic year. This empowers students with clear expectations and promotes transparency in academic objectives.

Administrative Transparency

Administrative transparency at Tilak College of Education is maintained through adherence to government regulations and guidelines:

Government Resolutions (GR): The college strictly follows all Government Resolutions (GR) issued by the University Grants Commission (UGC), the State Government, and the University. This includes guidelines related to faculty recruitment, academic calendars, admissions, and other administrative processes.

Regulatory Compliance: The college ensures compliance with all regulatory bodies, including the University and statutory authorities. This adherence to established norms and regulations promotes transparency in administrative functions.

Open Communication: Administrative decisions and policies are communicated to all stakeholders, including faculty, students, and staff, through official channels. Open and transparent communication channels enable everyone to stay informed about institutional changes.

Tilak College of Education, Pune, stands as a beacon of transparency in its financial, academic, and administrative functions. By consistently adhering to practices such as annual budgeting, financial audits, fee structure disclosure, internal marks publication, and adherence to government regulations, the college fosters an environment of trust and credibility. These transparent practices not only benefit the institution but also empower students, faculty, and staff to make informed decisions and actively contribute to the institution's growth and success.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Tilak College of Education recognizes the importance of strategic planning as a roadmap for achieving its educational goals and improving its overall effectiveness. The college initiates the strategic planning process at the beginning of each academic year, involving various committees to address specific aspects of institutional development.

The Library Committee's Role in Strategic Planning

The Library Committee is a vital component of Tilak College's strategic planning process. Its primary objective is to ensure that the college's library resources are aligned with the evolving needs of students and faculty. The committee reviews and formulates plans based on the following key factors:

- 1. Needs Assessment:** At the outset of the academic year, the Library Committee conducts a comprehensive review to identify the current requirements of the library. This assessment includes evaluating the demand for books, reference materials, and online resources among the academic community.
- 2. Resource Evaluation:** Once the requirements are established, the committee evaluates the existing library resources and identifies gaps. This evaluation considers factors such as outdated materials, subjects in high demand, and the availability of free and paid online resources.
- 3. Budget Allocation:** Based on the identified needs and resource evaluation, the committee allocates a budget for library acquisitions. This budget is aligned with the college's overall financial plan, ensuring that the library's needs are addressed without straining the institution's finances.

4. Resource Acquisition: Following the budget allocation, the Library Committee proceeds with the procurement of resources. This includes the purchase of books, reference materials, and subscriptions to online databases or digital libraries. Emphasis is placed on a diverse collection that supports the curriculum and research interests.

5. Deployment and Accessibility: Once the resources are acquired, the committee ensures that they are effectively deployed and accessible to all stakeholders. This involves cataloguing, organizing, and making resources available for borrowing or reference within the library premises.

Strategic Deployment of Library Resources

Tilak College of Education's commitment to strategic planning extends beyond resource acquisition. The deployment of library resources is equally crucial to achieving the institution's academic goals.

1. Cataloguing and Organization: The library staff meticulously catalog and organize the newly acquired resources, ensuring that they are easily searchable and accessible to students and faculty. This organized approach simplifies the retrieval of information and encourages resource utilization.

2. Promoting Awareness: To maximize resource utilization, the college conducts awareness campaigns. Faculty and students are informed about the availability of new resources, and training sessions are organized to guide them in using online databases and digital resources effectively.

3. Adaptation to Technological Advances: In an ever-evolving digital landscape, the Library Committee remains agile by adapting to technological advancements. This ensures that students and faculty have access to the latest tools and resources that facilitate research and learning.

In today's educational arena, where access to quality resources is very essential, Tilak College of Education's strategic planning and resource deployment demonstrates that a well-executed strategic plan can not only meet current needs but also prepare an institution for future challenges and opportunities.

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

6.2.2

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

Response:

The effectiveness and efficiency of an educational institution's governance structure are crucial factors in ensuring its successful operation.

Policies and Guidelines

Tilak college of Education has a robust framework of policies and guidelines that govern its operations. These policies encompass a wide range of areas, including academic affairs, student conduct, research ethics, and administrative procedures.

The policies are regularly reviewed and updated to align with changing educational standards and legal requirements. This proactive approach ensures that the institution remains compliant and adaptable in a dynamic educational landscape.

Administrative Setup

The administrative setup at Tilak college of Education is structured to promote efficiency and responsiveness. Clear hierarchies exist, allowing for efficient decision-making and accountability. Each administrative department operates under the guidance of a head who reports to Principal, ensuring a streamlined flow of information and responsibilities.

Regular staff training and development programs are conducted to equip administrative personnel with the necessary skills to handle their roles effectively. The institution also encourages innovation in administrative processes, leveraging technology to streamline tasks such as admissions, finance, and human resources management.

Appointment and Service Rules

The institution's appointment and service rules are comprehensive and designed to ensure fairness and meritocracy in staffing. Recruitment processes are transparent, with vacancies advertised widely and selection panels comprising qualified experts. The institution places a strong emphasis on diversity and inclusion, fostering a vibrant and inclusive academic community.

Performance appraisals and evaluations are conducted, providing employees with opportunities for professional growth and recognition. A noteworthy practice is the provision of incentives and awards to motivate staff to excel in their roles.

Procedures at Tilak college of Education are well-defined and meticulously documented. From admissions to examinations, research project approvals to financial disbursements, the institution follows a set of standardized procedures.

The functioning of institutional bodies at Tilak college of Education demonstrates a commitment to effectiveness and efficiency. The institution's policies are transparent, frequently updated, and aligned with best practices. Its administrative setup promotes clear communication and accountability, while appointment and service rules emphasize fairness and inclusion. Documented procedures and the adoption of digital solutions enhance efficiency and reduce the margin for error.

Despite these strengths, there is always room for improvement. Tilak college of Education could consider periodic assessments and surveys to gather feedback from stakeholders and identify areas for enhancement. Additionally, continuous staff development programs could be further expanded to ensure that employees remain up-to-date with emerging trends and technologies.

In conclusion, the visible dedication of Tilak college of Education to effective and efficient institutional bodies sets a strong foundation for its continued growth and excellence in education. As it adapts to the evolving educational landscape, it is well-positioned to maintain its status as a leading institution in the field of Education.

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

6.2.3

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

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

Response: B. Any 5 of the above

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

6.2.4

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

Response:

In any educational institution, the effectiveness of various bodies, cells, and committees is paramount to its smooth operation and growth. As demonstrated through the minutes at Tilak college of Education their meetings and the resolutions they have adopted. It specifically highlights key decisions taken to address pressing needs, including the appointment of a science and mathematics teacher, the acquisition of an N-listed journal, and the procurement of an advanced xerox machine

.The Need for Science and Mathematics Teachers

Tilak College of Education, like many educational institutions, encountered a critical challenge when two of its science and mathematics teachers retired. This created a void in the teaching staff, potentially affecting the quality of education in these subjects. Recognizing the urgency of the situation, the College Development Committee (CDC) convened a meeting to deliberate on a viable solution.

The minutes of the CDC meeting reflect a proactive approach to addressing this

staffing deficiency. After a thorough discussion, the committee passed a resolution to appoint Mrs. Purnima Chuttar as an adhoc Assistant Professor to fill the vacant positions. This decision was a testament to the effectiveness of the CDC in swiftly addressing the institution's pressing academic needs. It ensured the continuity of quality education in science and mathematics, maintaining the college's commitment to academic excellence.

Procurement of an N-Listed Journal

Access to relevant and up-to-date academic resources is crucial for both faculty and students in an educational institution. Recognizing the significance of enhancing research and academic resources, the College Development Committee, in conjunction with other relevant bodies, initiated a discussion on the need for an N-listed journal.

The minutes of the committee meetings provide a detailed account of the deliberations and considerations that led to the decision. Following thoughtful analysis, the committee resolved to procure an N-listed journal for the college. This acquisition significantly augments the research environment within the institution, providing faculty and students with access to a broader spectrum of academic and research materials. It demonstrates the institution's commitment to fostering a research-oriented culture.

Purchase of an Advanced Xerox Machine

Efficient document reproduction and dissemination are vital aspects of modern educational institutions. Recognizing the need for improved document handling and reproduction services, the College Development Committee, in collaboration with other relevant bodies, initiated discussions about the procurement of an advanced xerox machine.

The minutes of the committee meetings reveal the thorough assessment and rationale behind this decision. It was determined that investing in an advanced xerox machine would streamline administrative processes, reduce delays, and ensure that faculty, staff, and students have access to high-quality copies of educational materials. The decision was made with the institution's efficiency and the convenience of its stakeholders in mind.

The effectiveness of various bodies, cells, and committees within Tilak College of Education is indisputable and evident through their documented minutes of meetings and the resolutions they have adopted. These institutional entities serve as catalysts for informed decision-making, facilitating the institution's overall development and growth..

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Tilak College of Education, as a government-aided institution, recognizes the importance of welfare measures for its teaching and non-teaching staff. The institution is committed to ensuring the well-being and job satisfaction of its employees.

Leave Entitlements

The college acknowledges the need for a work-life balance and offers generous leave entitlements. Teaching staff are provided with 15 days of casual leave, while non-teaching staff receive 8 days. This allows employees to attend to personal matters and rejuvenate when needed, promoting their physical and mental well-being.

Professional Development Opportunities

Tilak College of Education actively supports the professional development of its teaching staff. Duty leaves of up to 30 days are granted for attending orientation, refresher courses, and training programs as per government regulations. This not only enhances the skills and knowledge of the faculty but also contributes to the academic growth of the institution.

Additionally, the college encourages research and academic engagement by granting leave to teaching staff for participating in conferences, seminars, workshops, and Faculty Development Programs (FDPs). This commitment to continuous learning contributes to the intellectual enrichment of the teaching staff.

Retirement Benefits

The institution provides retirement benefits to ensure the financial security of its employees. The General Provident Fund (GPF) scheme is in place, allowing employees to build a pension fund. This scheme offers a sense of financial stability post-superannuation, promoting long-term financial well-being.

For those who joined the service after November 1, 2005, the National Pension Scheme (NPS) is available. This modern pension scheme ensures that employees have a secure financial future after retirement.

Uniforms and Allowances

Recognizing the importance of appropriate attire and facilities for the non-teaching staff, Tilak College of Education provides uniforms and allowances to Class 4 employees. This measure ensures that all staff members, regardless of their role, are comfortable and equipped to perform their duties effectively.

Earn and Learn Scheme

The college also extends welfare measures to its students through the Earn and Learn scheme. This program allows students to earn while they learn, providing them with financial support for their education. It not only reduces the financial burden on students but also instills a sense of responsibility and work ethic.

Implementation of Welfare Measures

The effectiveness of these welfare measures lies in their successful implementation. Tilak College of Education has established a well-structured system for managing and delivering these benefits

Transparent Policies: All welfare policies are clearly defined and communicated to employees. This transparency ensures that staff members are aware of their entitlements.

Efficient Administration: The college has an efficient administrative mechanism in place to process leave requests, manage pension funds, and oversee the Earn and Learn program.

Regular Review: The institution periodically reviews and updates its welfare policies to align with government regulations and to meet the evolving needs of its employees

Tilak College of Education has effectively implemented a range of welfare measures for its teaching and non-teaching staff and students. These measures encompass leave entitlements, professional development opportunities, retirement benefits, uniform provisions, and student support programs. The institution's commitment to employee well-being not only fosters a positive work environment but also contributes to the overall success and growth of the institution

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

6.3.2

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

Response: 3.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	2	0	0

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

6.3.3

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

Response: 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	1	0	1

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

6.3.4

Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs)

viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

Response: 54.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	05	12	08	09

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

6.3.5

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

Response:

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 specific format for yearly Performance Appraisal to the Principal. Apart from that, the yearly Performance Appraisal is submitted individually by the Teacher, HOD & Librarian through office to the IQAC coordinator, which helps in collecting & cross checking 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.

Confidential report-Confidential reports regarding non-teaching staffs are prepared and evaluated by the principal and a record of their performance is kept in the office

of the institution.

Aspects such as character, habits, ability to work hard, discipline, reliability, communication skills, technical ability, relations with teachers and non-teaching staff and students etc. are considered during evaluation.

The Principal and the Secretary of the parent institution recommend non-teaching staff for promotion on the basis of the confidential report.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

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, reperformance 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 Auditors are appointed by Shikshana Prasarak 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. Regular internal and external audits of

the college are done. Since the audit of the college has been not done by the government form the year 2011-12 to till date, the college has communicated with the report government office from time to time in this regard

File Description	Document
Link for additional information	View Document

6.4.2

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

Response: 20000

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

2022-23	2021-22	2020-21	2019-20	2018-19
50000	50000	0	0	0

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

6.4.3

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

Response:

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

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. Also, all the information and instructions are

displayed on the notice board of the college. 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, Class plus LMS, Learning Studio

File Description	Document
Link for additional information	View Document

6.5.2

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

Response:

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

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. IQAC cell has organized four IQAC meetings yearly.
2. 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.
3. The Principal convenes a meeting with the various department head teachers and IQAC coordinators to discuss issues related to the department and suggest solutions.
4. 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.
5. Regarding the outcome from such reviews, considerable improvements can be seen in the Teaching-Learning aspect.

6.5.3

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

Response: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	24	3	2	2

File Description	Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

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

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

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

Response:

- **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.**
- **Institute has provided printers for all faculty member.**
- **Government and non-government funds are properly utilized in the college.**
- **Organized short term courses and refresher course.**
- **Organized state, National and International conferences.**
- **Organized State level conference on Teacher Education Institutes and Industry Linkages(offline)**
- **MOU and Collaboration with other University**
- **Classrooms are equipped with smart board for better ICT support for teaching learning and evaluation. Now classroom is enabled with e white board.**
- **Account Section of the office is fully computerized**
- **To upgrade the knowledge and practices in research field college has conducted “J.P. Naik Lecture Series and Research Forum Lecture Series”**

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 12th &13th oct 2022**

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements

Response:

Energy conservation is an inevitable requirement for sustainable development for higher education institutes. The Institute Building has adopted passive design principles & energy efficient use daylighting. Institutes method lab painted with red ochre to building for thermal protection The building is designed & constructed parallel to north south directions to ensure less relative heat inside thus saving energy. The exterior walls of the building are wide enough to keep internal climate controlled. It minimizes the unwanted heat gain.

Use of learning management systems and online tools helped all stakeholders to streamline processes and improve efficiency. Automating repetitive tasks data entry and record keeping reduced the time and resources required to complete the tasks.

By centralizing information through staff meeting, notice, voice message & group message on Whats-app & google classroom ensures that all data is accessible in one place, making it easier for students, teaching staff and office staff to access the necessary information. By eliminating the need for multiple phone calls and emails through the use of online collaboration tools like Zoom & Google meet and Google classroom & instant messaging app like telegram & what App to Streamline the communication. Streamlining processes is a cost-effective solution for our institutions looking to reduce expenses and improve operations & can save time, increase productivity.

There is not much requirement of Cooler or AC In the bigger picture the total energy demand from operation is reduced. Promotion of energy efficient lighting systems by using LED Lamps instead of using incandescent lamps in the institute building, Library & campus which require 1/8th of the energy to light the same room. Solar panels are fixed to use solar energy for meeting power requirements. Solar energy has the potential to play a significant role in modernizing Institute infrastructure. Being educational institutions, we strive to become more sustainable, solar energy offers a renewable and cost-effective solution to power electricity, Institute lighting, computer, Internet and other electronic devices facilities. Our Solar panels are installed on rooftops to generate electricity. The use of solar energy can reduce the school's reliance on traditional energy sources, which can be

expensive and have a negative impact on the environment. In addition to reducing energy costs, the use of solar energy can also improve the resiliency of the infrastructure. In the event of power outages or natural disasters, solar energy can provide a reliable source of electricity, helping to keep critical facilities up and running.

7.1.2

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

Response:

TCE is strongly committed towards waste management. It advocates conservation of resources, especially

natural resources, to generate minimal waste and manage it from its inception to its final disposal.

It segregates waste into solid, liquid and e-waste. Social service activity of campus cleaning was undertaken

on Saturdays.

Solid Waste: Routine waste is daily collected in dustbins at different locations, which are emptied in movable

containers and carts, segregated into different types of bio and non-bio degradable waste and taken to the

dumping yard. TCE has undertaken joint initiatives with a local NGO

to reduce the adverse effects of waste on health, the environment or aesthetics of select areas in Pune.

Efforts for Waste Management include the following:

- Recycling of paper and other materials.**
- Stopping or limiting the usage of non-biodegradable material like plastic files for the CCA submission**

Liquid Waste: Liquid waste generated in the institute is treated in septic tanks and disposed into soak pits.

The institute has implemented the Biodigester technology at some places, which is environment friendly, maintenance free,

efficient and does not depend on conventional energy sources. Biodigesters remove the waste in water that is then used for

gardening in the Institute. The institute is making efforts to implement this technology throughout the campus and also

re-design the existing systems to efficiently manage liquid waste.

e-Waste Management The institute exercises the buyback option for the purchase of new equipment for technology upgradation.

Waste generated from old computer parts have also been used to construct artifacts to enhance the aesthetic appeal in the campus.

Awareness programme on Water, Sanitation and Waste Management through posters was undertaken.

Best out of Waste Competitions are also organized to encourage waste management.

7.1.3

Institution waste management practices include

- 1.Segregation of waste**
- 2.E-waste management**
- 3.Vermi-compost**
- 4.Bio gas plants**
- 5.Sewage Treatment Plant**

Response: C. Any 2 of the above

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: B. Any 3 of the above

File Description	Document
Geotagged photographs	View Document

7.1.5

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

Response:

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. To collect rain water all the buildings have roof harvesting facility, and the rainwater is collected and interlinked with underground pipes and connected to the Channel around the garden& playground. The institution has pedestrian friendly roads between the different department blocks within the campus. On 14th September 2020 & 15th March 2021 Main building, Library, Method Lab. Cleanliness done with sanitization.

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

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.82248	0.66893	0.93000	1.00810	1.95414

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

7.1.8

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

Response:

TCE is situated in S.P. College Campus surrounded by biggest Sports Ground in

Pune, 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. Tilak College of Education with nearby Commute points like Swargate Bus stand, Muncipal corporation Bus stand, and Deccan Bus stand. Lokmanya Nagar Post office, S.P. College post office is nearby.

Historical monument Lal Mahal, Vishrambag Wada, Shreemant Dagadusheth Halwai Ganpati Mandir, Tulasi baug market is at walkable distance. Tilak College of Education is approachable with nearby landmarks like 7 wonders Park, Ramkrishna Mission, OKYAMA friendship-Garden ,Peshwe Energy Park, Ganesh kala krida Manch & Parvati hill. Tilak College has its entrance from the back gate of S.P. College. Many senior citizens come for morning and evening walk in the campus. Young citizens came as joggers as well. Competent security services are hired by the S.P. College for safety. CCTV cameras are mounted at the entrance and inside the institute building for higher security. S. P. College's sports ground is shared by all the sister institutes. It is also utilized by external agencies for Social, cultural, and Political events. The walking track, Ramabai hall, Botanical Garden, and Olympic Swimming Pool are always available to TCE.

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

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: B. Any 3 of the above

File Description	Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Title of the practice- Design,develop & Implementation of Manual of Evaluation for B.Ed course

Objectives of the Practice-

To develop the evaluation manual for evaluation procedure of F.Y.B.Ed & S.Y. B.Ed. Students.

To develop the evaluation keys for CCA Activity, Practical in B.Ed. course

To organise the evaluation procedure in the manual format

To orient the teacher-educator to evaluate the curricular-co-curricular activity, practical using rating scale in this manual

To assist the teacher-educator to evaluate the curricular-co-curricular activity using rating scale in this manual

The Context : Tilak college of Education is one of the Pioneering institutes in the field of Education. College has always taken initiative to note the changes happening in the B.Ed. syllabus. Right from the 2015, B.Ed. course become two-years. Tilak College has developed Evaluation manual to make the Whole evaluation procedure smooth and comprehensive. College has developed manual which proved immensely valuable and fruitful for Teacher educators, Students and stakeholders. The manual has provided self-explanatory manual for the sake of evaluation procedure. The evaluation keys developed in the manual proved a suitable guideline for students, teacher educators and the authority also.

Impact of the Practice-

Tilak College of Education has taken the lead to design and implement the evaluation manual for all the curricular and co-curricular practices. In the pandemic period it was quite challenging to conduct the practice lesson and internship activity by virtual mode. So college has remodified the Internship activity evaluation manual alongwith practice lesson

and made it available for the students. All the students followed the virtual internship journal and successfully completed the internship activity successfully.

Conclusion-The Tilak College of Education has designed and developed the Evaluation manual for the smoother implementation of Evaluation procedure. Right from 2015 the college has developed the Evaluation manual as per the University format for comprehensive evaluation procedure. Each and every activity of the course is included in the Evaluation manual. At height of the pandemic actual classroom internship opportunities had been cancelled. So Tilak College of education has decided to conduct the internship program virtually. In the pandemic period college has modified and implemented the manual for the virtual internship.

Best Practice-2 : Online lecture series- J.P.Naik and Educational Research Forum Lecture series on Educational Research

Objectives of the Practice-

- 1) To arrange online Lecture to aware the students to contribution of the thinkers in the education.
- 2) To arrange online Lecture to aware the Research scholars, M.Ed. students, B.Ed. Students about research in the education.
- 3) To aware the students about current educational research trends in the field of educational Research.
- 4) To educate the students about research technique & research methods in educational Research.
- 5) To aware the students, teachers,scholars,teacher educators about current educational trends in the form of online lecture series.

Context-

Through the lecture series experts,eminent scholars tried to emphasize the need for a learner-centric approach, focused on nurturing creativity, independent thinking, and problem-solving skills,research methodologies,research aptitude among students,research scholars.

These lectures provided a platform for intellectual discussions and the exchange of ideas among experts in diverse fields. The audience had the opportunity to interact with the speakers through Q&A sessions, which further enriched the learning experience.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Tilak College of Education , Shikshan Prasarak Mandali head office & Sir Parshuram College Share the same Campus with biggest Sports Ground in Central Pune. B.Ed. Admission, M.Ed. Admissions & Staff Promotions are undertaken with utmost transparency. Having legacy of 82 years in teacher education TCE provide well trained school teachers at state, national & International level. Our alumni are eminent personalities like school principal, College principal, Government officials leading in various departments. 77 scholars have completed the Ph.D. from TCE Research centre which has 22 research guide & enrolled 109 research scholar presently. Institute's Contribution in educational Research is pursued through J.P. Naik Lecture series & research forum lecture series from last 2 years. This is possible as the Institute in its endeavour to implement its curriculum incorporating its mission and vision “Pursuit of Excellence” with a number of best practices

Gender equity promotion is done through Nirbhay Kanya Abhiyaan, Women’s Day celebration, & Savitribai Phule Jayanti. Promotion of universal values & core elements done through day celebration activities which is very crucial in personality development of the students. Annual Social Gathering with prize distribution program to give recognition to bright alumni & staff for their efforts in the research & School Education field. 60 hrs Earn Learn for library management was held in TCE with equal participation from girls & boys’ student. Educators in TCE inspire the students for self-employment.

The Institute Building has adopted passive design principles. The building is designed & constructed parallel to north south directions to ensure less relative heat inside thus saving energy. Big Pentagonal 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. Plantation of trees all around the campus reduces the temperature of

surrounding and enhances the oxygen. Solar panels are fixed to use solar energy for meeting power requirements. It is completely renewable. Security guards are appointed & deployed for surveillance for the safety of Girls, students & staff. CCTV surveillance systems is available in the Entrance gate & whole college campus. Several varieties of trees, plants, etc. have been planted and continuously maintained. These help in keeping campus fresh as well as healthy and a pleasing appearance. To collect rain water all the buildings have roof harvesting facility, and the rainwater is collected and interlinked with underground pipes and connected to the Channel around the garden & playground. The institution has pedestrian friendly roads between the different department blocks within the campus.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

The Research Centre of our college is strong having 22 guides, out of 22 guides 14 guides are from our own faculty members and 8 guides are affiliated with our center from other institutions, at present 108 research scholars are pursuing their Ph.D. in our center, The faculty members are using Novel programs such as conceptual paper writing workshop and review paper writing workshops for first-year B.Ed. students. The faculty members integrate teaching with ICT in their daily teaching-learning. The learning resources developed by the student-teachers are shared with them for study purposes. The college has deployed the LMS for the student-teachers. The conceptual papers and review papers of our student-teachers are published in the Journals. The student-teachers attended various conferences and presented their papers in the same.

Concluding Remarks :

Ours is the first private college of education started in a pre-independent era, founded by our parent institute S.P. Mandali, which was founded by four primary teachers. The college is centrally located in the city, from where access to main places, bus stands, and railway stations are nearby. We are leading the whole faculty of education and provide guidance to other colleges in framing the curriculum, syllabus, and evaluation tools. We conducted various workshops under the SPPU's various schemes for the faculty members, Our faculty members are on the Academic Council of SPPU, faculty and BOS. Our research department is number one in the SPPU with 22 guides and 108 scholars. The infrastructure is more than adequate and green, eco-friendly campus